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ABSTRACT

An overview of the planning and implementation problems based on the program in Butler, Pennsylvania, presents a wide range of topics concerning year-round education. concept. Questionnaires, data presentations, and planning suggestions present the implementation process. Using a question-and-answer style, many typical problems and concerns of parents, students, and teachers are treated. Practical suggestions, guidelines, and cautions are based on the notion that year-round schools are an economically prudent improvement of the educational program, facilitated by a change in attendance patterns utilizing school facilities all year. (DW)

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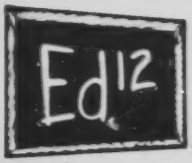

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Year-round Education

• A Workable Approach •

Samuel DeSimone, Ed.D.

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ABOUT THE AUTHOR

Dr. Samuel DeSimone has some 24 years experience in education, covering practically every assignment. His various assignments include teacher, director of activities, assistant principal and principal for a 3,000 pupil senior high school. Recently he served as director of secondary education, acting superintendent and now superintendent of schools.

The past four years he has chaired his district's involvement in year-round education from initial inquiry through curriculum writing, research, planning, personnel problems and public information to final implementation of a relatively successful year-round program. In addition he has served on several state and national programs in developing plans for executing such year-round education.

He has merited recognition for his efforts in Pennsylvania, California, Florida, Alaska and even Turkey. He is eminently qualified to speak in a realistic way to the larger concerns and merits of year-round schooling, avoiding the philosophic for the practical.

DEDICATION

Dedicated to my family for their understanding and support during the hectic, trying, sometimes controversial and busy years of involvement in public education. And especially to the people from the community, both at the local and state level, who gave of their time and support to a topic that is not only current, but practical, both educationally and economically, in many school districts across the nation.

Samuel DeSimone

INTRODUCTION

Plans for the year-round utilization of school plants have been considered for a variety of justifiable reasons. Economic pressures placed on society today loom as one of the most obvious reasons. A second is to improve and to enrich the educational opportunities for all pupils, in a myriad of ways more possible through year-round provision. The improvement of the status of the teacher, both professionally and economically may be offered as a third. Lastly, in some corners of our nation, it is viewed as a constructive way to keep students busily occupied in accepted pursuits, keeping large numbers of inactive and non-motivated youths off the streets.

Although four reasons have been offered, these must be added to or sub-divided in the full appraisal of the justifications for year-round schooling.

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Somewhere in my studies to become a teacher or an administrator, curriculum was defined for me as the sum total of experiences provided for the student by the school. I've always adhered to that definition, because of both personal conviction and professional commitment.

Unfortunately, such a definition isn't held as viable today. But, for the sake of time and to allow for another day, and another topic, I'll accept curriculum as that which pertains to the more formal academic setting for the student.

We hear an awful lot today about change. Lest we impart the thought that all that has been done is wrong and all that we want to do is right, let us address ourselves to the term *change* itself.

My daughter Deb has just turned 19. She's responsible for my wearing long-collared shirts and jackets, broad ties, and jackets with belts and pop-outs across the back.

She thinks her dad is now with it, but the young lady doesn't know that this is my second time around in such attire. In fact, I went into teaching with only two such suits to my name and embarrassed with that fact. This is change, cycling change.

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For years, I've wanted a calendar watch and only recently got one. But now, without newly acquired glasses, I can't see the day or date. This is change, normal change.

We hear an awful lot about open space, and unfortunately, too many speak of it too often in terms of such magnitude that it arouses fears, anxieties, and oppositions to a thing so unbelievable. Yet, this isn't new. What is new are the additions to open space that make it something that it wasn't — team teaching, IPI, small and large group instruction, learning centers, and differentiated staffing. Remember the teacher in the one-room school who turned north to teach the sixth grade, east to teach the fourth, south for the second, etc.? This is "nothing too new change" affected not by square footage half as much as ideas, media, personnel, and provisions which allow for a "state of mind that's open."

The change of most concern to us today isn't change for change sake, but change for prudent reasons.

When our research and experience tells us we've been wrong, then, with our feet on the ground, we do away with some of the old and switch to some of the new.

Change doesn't have to be, nor should it be, movement of such unsubstantiated quality that its future is questionable. Young people are too important to be victims of such experimentation.

Today, we who are in education face great and unwarranted criticism for all of the ills of our youth and of our nation. Unfortunately, we at one time said, "Give us your whole child," and that's just what some parents did.

We're an educational institution offering services where possible in a variety of allied areas to the academic.

We're not a clinic. Yet, our school houses all of the patients — the problems of society from color to economics. We provide the meeting ground or battlefield of all of the independent forces that make up our community.

We'll never escape our unique role nor should we try to do so. Rather, we should capitalize upon the attention forced upon us by our times — turning the negative to the positive, the complaint to commitment, interest to participation, curiosity to courage, reservations to support and resentment to enthusiasm.

We've looked for the opportunity, for many years, to do the things that we wanted to do — things that we knew were right, to make changes that some think only reflect today.

To address myself to all areas of the curriculum would surpass the time and space allowed to it. Perhaps, however, a few areas of reflection would suffice to illustrate the point.

In English, we've been for too long occupied each year with a percentage of time to be given to the mechanics of language and another to literature. At least two fallacies exist. Every student doesn't require an equal distribution of time or repetition over matters already learned. Teachers, too, stray from their mutually agreed to percentages of time. Overtaught by the colleges in literature, they put off until tomorrow, and tomorrow, the development of other English strengths.

In English, we should offer reading and literature for the enrichment of students, but ample time for the same students to learn to be expressive in written and in oral form. Other than for historical or heritage reasons, much literature required of students isn't important at all. Why can't science fiction replace the early Canterbury Tales for some students, for example?

English shouldn't always be tracted as we were forced to develop it only a few years ago. Rather, English should be as varied and optional as to be attractive or unattractive to students on the basis of appeal, need and earned course reputation! This, in effect, nongrades the subject as much as the elementary school desires to do with its students.

The second example area is social studies or social sciences. What is American history or cultures? Can it be adequately taught from the beginning to today in one school year? You know that our history is short, but the happenings of our almost 200 years surpass one's ability to cover the subject in 180 days. It would take more than that time just to cover the subject of Watergate!

When a student is in the 11th grade, should he be taken back to Plymouth Rock again, probably for the fifth or sixth time? Or, as in English, should he be given such options in American history as Minority Groups in the U.S., The Study of the Constitution, Political Parties in the U.S., Aftermath of World War II, etc.? Why can't American history be what is important to smaller groups of students rather than one course to all of them?

Much of what we have been doing in curriculum is good and should be retained, but we should have an open mind to adding strengths to it. Start with an evaluation of what you've been doing, keeping what you want to keep. Then, move to what you would like to do. Soon the problem isn't in having too little to offer. Actually, the results would be the opposite.

In the Butler Area School District, we faced a complete overhauling of secondary curriculum, grades 7-12, coordinating with the elementary. At first, we were somewhat bewildered by the appearance of what was before us. Then, through passing authority and responsibility to department chairmen and teachers representing their subject areas, amazing and rewarding things began to happen in all subject areas, not just in those already mentioned.

Local support and encouragment opened our minds to fruitful results. Application of Department of Education Curriculum Requirements, far more permissive than most of us knew, confirmed a positive attitude to doing things in a new way. It was encouraging to us, and evidently to others, that in a matter of several years we did the WHOLE thing!

No longer is the Carnegie Unit a magical thing. The school year isn't necessarily 180 days. The school day isn't 5½ hours in class. A school term is anything from a year to quarters, trimesters, minimesters or semesters. Course content may be singular and bulk or mini or capsule. Credit for content learned replaces days of residence in class, and students are permitted to take competency exams granting them credits for little or no time at all in class.

The next few years will see numerous changes, including differences in teaching methods, differentiated staffing, year-round school operations, varied school-community shared experiences and projects, reorientation of staff to education, elevation of certain teachers to supervisory responsibilities, and the designation of administrators to effective manipulation of all of the facets of education rather than to the execution of curriculum responsibilities.

Yes, we live in times of criticism. But, also, they're times most opportune for us to make prudent changes if we're intelligent enough to take advantage of the opportunity.

I don't know what you're going to do. But, for me, I'm an opportunist of the first order. Try it — YOU'LL like it!

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Year-round Education An Overview

The Setting

We hear a great deal, both pro and con, about the year-round, extended, or expanded school year. These terms, including the initials YRE or EY, if defined as the use of school facilities all year with optional cycling or periodic vacationing of students and staff, are synonomous terms. It is necessary that we accept them as all inclusive or broadly descriptive terms. What we really are considering falls into more specific types of school years as contrasted with the generally accepted and practiced 180 (plus) student attendance days.

While it is imperative that no person or district get "hung up" on any one type until research, time and local proprieties play a part in prudent decision-making, it is advisable to accept forms somewhat identifiable at this moment, these being: quadrimester, continuous four-quarter, trimester, split trimester, quinmester, continuous school year, extended K-12 plan, extended or modified summer school, multiple trails, flexible all-year school, rotating four-quarter, compulsory four quarters for all, rotating trimester and rotating term or cycle plan.

It is not accepted, even at this time, that these classifications cover all possible calendar arrangements. Off-shoots or hybrids of two or more of those mentioned may even better suit the conditions, needs, and desires of respective school districts.

One must remember that many school districts already differ, in a traditional setting, in the number of days that students are required to attend school. Many districts include, contractually or on a voluntary basis, a few extra days for professional staff. These are commonly referred to as in-service days and devoted to a variety of uses and services.

Several districts have or are operating a "career year" for staffs with or without the option of an expanded summer program. In other words, the extension of the school year beyond 180 days is already a fact in many school districts in the nation.

When a district is presented with the possibility that both students and professional staff will be in attendance at school on a regular basis beyond the regular term and normal summer school session, then the issue is truly before us. This is the point at which our district found ourselves a number of years ago and consequently involved itself in an ESY inquiry.

Our first step was a logical one and is suggested to others. We had to establish the reasons for which a district would entertain the thought of year-round education. Such reasons include to save money, to make better use of facilities, to delay construction and thus affect favorable taxpayer concern, to pay teachers more by allowing them to work longer — thus earning a better annual wage, to prevent a loss of learning during the summer vacation months, to add enrichment courses to the curriculum, to reduce or to delay drop-outs, to help the disadvantaged catch up and to let bright students advance. Other reasons are curriculum changes are more prevalent, students have course and teacher options, students can rotate employment opportunities among themselves, closer and more frequent evaluations of pupil progress are possible, fewer texts and less equipment are needed, double or overlapping sessions of school are avoided, and on and on.

Making the Decision

Answers or observations about the "whys" of year-round education may best be obtained by a good deal of reading and research, by visitation to on-site extended year situations, by attendance at at least

one or two consequential national or state meetings and by participation in practical, not philosophical, discussions with knowledgeable people in the field. Investigation is a time-consuming, but valuable enterprise at the outset of year-round school deliberations. Plan to profit from what you hear, not from attending meetings with preconceived opinions or attitudes. Be alert to information and cautious to sales promotions. The year-round concept is not a panacea to settle all problems of the school district, just as it is not an idea to be avoided.

Once a district has had its initial inquiry satisfied, enjoying the participation of lay people, board members, teachers, parents, students and administration, then, provided the opinion is to proceed farther, a PERT chart must be developed.

No year-round school involvement should be undertaken without an acceptance that only an improvement of the instructional program defends any mechanical change in attendance patterns. Costs must be anticipated and absorbed. Staff members will expect remuneration for their efforts in curriculum writing or revision. As a number of districts have already progressed beyond this point, their materials should be perused, amended, and adopted into school district programs. No need to "invent the wheel again," spending time and money covering the same educational grounds and pursuits.

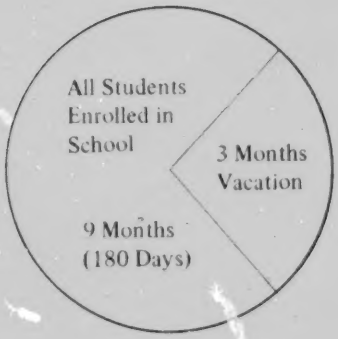
Leadership must emerge at the instructional level. Starting the year-round project almost solely on curriculum revision requires departmental emergence under the guidance of chairmen. Leaving matters more or less in the hands of department representatives proves to be productive. Participation, but not control, by principals must be evident. Costs of texts and materials will be on the increase for the new courses added, but for a specific period of time only.

Look to financial aid outside the sources of local funding. Such monies are available from federal, state, or institutional sources. Recall, however, that financial aid received requires the recipient district to be available to a host of inquiries, mailings, visitations and presentations. One person heading up the ESY adventure is a must to a district. This person should be a professional staff member who doesn't have this responsibility added to those of his regular assignment.

Attendance Patterns

The following charts illustrate the best known of the year-round school attendance patterns.

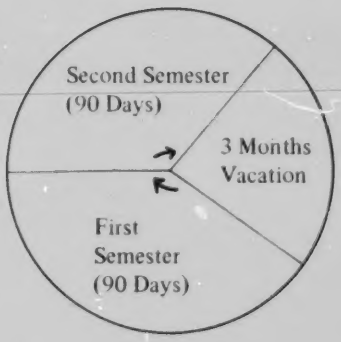
The Standard 180-Day School Year



All students are enrolled in school at the same time and are not divided into sections for attendance purposes (but may be ability grouped or grouped into specialized curriculums). School year is continuous, from beginning to end of school year.

Students' progress (pass or fail) is determined at the end of the year, and all students are on vacation at the same time.

Standard School Year With Semester Plan



All students are enrolled in school at the same time and are **not** divided into attendance sections.

Students' progress (pass or fail) is determined at end of semester, and all students are on vacation at the same time.

Standard School Year With Summer School

All students are enrolled during the regular school year.

Summer school attendance is optional.

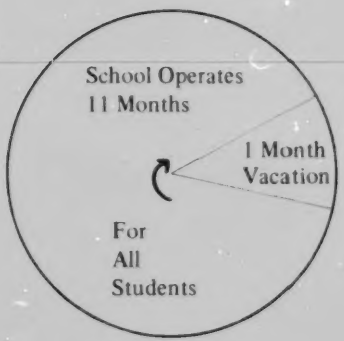
Summer program may be remedial, acceleration, enrichment, or recreational, and summer school is generally for four to eight weeks.

Standard School Year With "Quarter" Plan

All students are enrolled at the same time.

Students are not divided into attendance sections.

Students' progress (pass or fail) is determined at the end of the quarter.

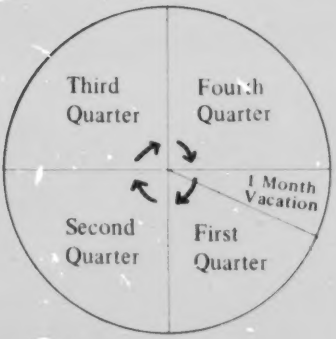


Eleven-month Plan

Students are **not** divided into sections.

All students are enrolled at same time.

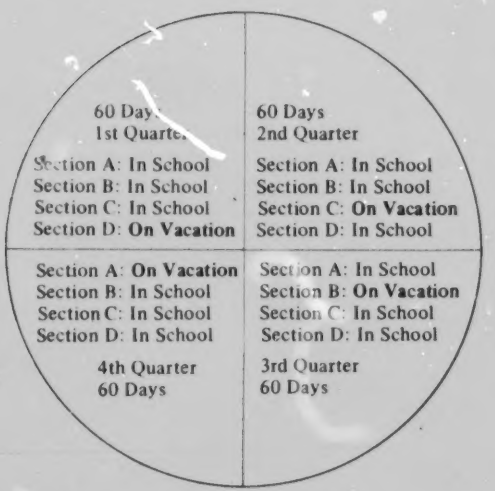
School operates 11 months, and students attend school 11 months.



Continuous Four-quarter Plan

School year is 11 months but divided into quarters, and each student attends all four quarters.

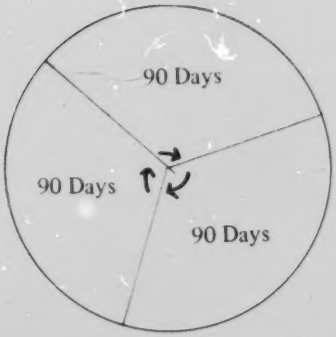
The Rotating Four-quarter Plan
(Also Called Quadrimester Plan)



Students are divided into four equal sections; school operates 240 days instead of 180.

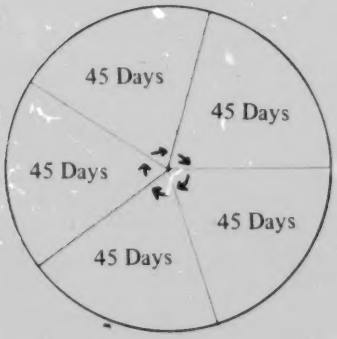
Each section of students is enrolled 180 days. (Attends three consecutive quarters, on vacation one quarter.)

Schedules of sections are rotated so that three sections are in school and one section is on vacation each quarter.



Trimester Plan

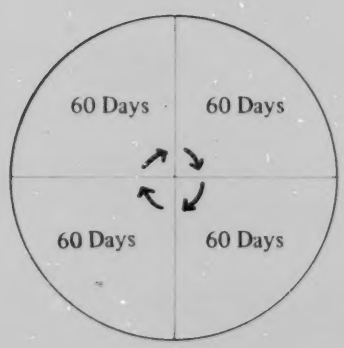
Students are in three equal sections.
School operates 270 days (three mesters.)
Each student is enrolled 180 days (two consecutive mesters).
Each section of students is on vacation at a different time.
Two-thirds (66 2/3 percent) of students are enrolled at the same time.



Quinmester Plan

Students are in five equal sections.
School operates 225 days.
Each student is enrolled 180 days (four consecutive mesters).
Each section is on vacation at a different time.

Optional Four-quarter Plan



School operates four quarters of 60 days each.
Each student must attend three quarters but may attend all four.
Each student may take his vacation any one of the four quarters.

Related Plans — Same Basic Principles

Optional Trimester

Same as optional four-quarter but school is divided into three 90-day sessions.

Optional Quinmester

Same as optional four-quarter but school is divided into five 45-day sessions.

Similar Type Plan

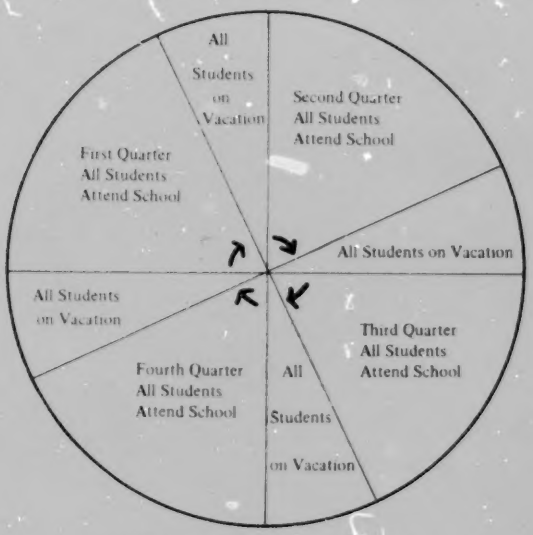
Optional Four-quarter Plan

School operates four quarters of 60 days each.

All students **must** attend three quarters during the regular school year.

Any student **may** attend summer quarter for acceleration, remedial, enrichment or recreation.

Four-quarter Plan with Vacation Time Distributed between Quarters



Students are **not** divided into sections.

All students are enrolled at the same time; the school year is divided into four quarters.

School vacation is divided into four quarters.

Students attend all four quarters with a short vacation after each quarter.

Rotating Four-quarter with Vacations Distributed between Sessions (Known as the 45-15 Plan; Also Known as the 9-3 Plan)

This is a combination of the Rotating Four-quarter Plan and the Four-quarter Plan with time distributed between quarters.

Students are divided into four equal sections.

School operates 240 days.

Each section of students is enrolled in four 45-day sessions.

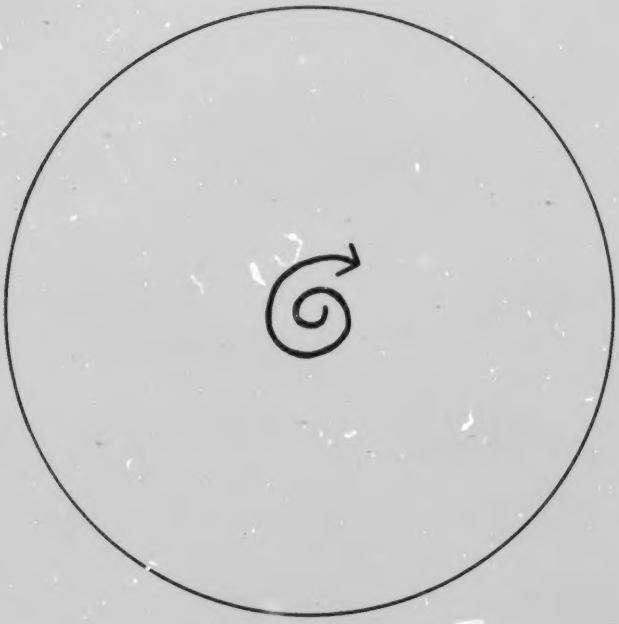
Each section has four 15-day vacations, one after each session in school.

Sections are rotated so that three sections are in school and one section is on vacation at any time while school is in operation.

Related Plan

Same as the above plan except each student goes to school three 12-week sessions and has three four-week vacations, one after each session.

The Flexible All-year School



School is open all year (except for holidays or at other times when there is no "demand" for its use).

Students are to be enrolled in school the required number of days (180) or the required number of hours (900-990) each year.

Students (with parental and school consent) may schedule their own time in school to meet requirements.

Students (with parental and school consent) may schedule vacation or vacations any time and for any length of time so long as they meet required time (180 days, 990 hours, or as the case may be depending upon state law).

The length of the day and/or week may be variable to meet the student's needs (as scheduled with school and parental consent).

Although the kind of attendance plan or cycle causes much discussion and must, of necessity, be considered in the sum total of thought, the instructional program and its quality in any form or shape remain as the most singularly important issue of all.

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Planning

Any district presently contemplating a year-round program has the distinct responsibility and obligation to document its objectives, sequence of events, and analyses of costs and recommendations in a formally written document. Earlier districts so involved may have had variable excuses for incoherency or fragmentation, but others that follow have the advantage of noting earlier progress and positive direction.

Informal Planning

Too many school districts structure themselves on a single steering committee basis, within which too little breadth, depth, and comprehensiveness exist. Typically written guidelines include a brief background of the year-round school, a gleaning of the district's characteristics, a list of typical YRE questions, mention of curriculum revision, need for public relations efforts, a list of immediate, short and long-range objectives and the self-imposed requirement to present findings and recommendations.

This is hardly a good plan to follow. It's too much hit or miss, ignores unexpected personnel and costs problems, and serves little to present the topic in the local setting fully appraised of all factors.

Partial Planning

Financed by special state or federal monies of such quantity as to support only a partial investigation of the impact of the year-round school, a number of districts have approached only an isolated area of the total project.

As curriculum is singularly important, especially to educators, the limited financial resources are put to its advancement. While this is creditable, desirable, and defensible, equal attention to the other complications of year-round schooling must also be fostered. Economics of maintenance or transportation, for instance, would be more sought out as areas of concern by members of a school board or by taxpayers.

Feasibility Studies

These studies come in many varieties. A number are excellent mathematically computed anaiyses of building life, attendance patterns, instructional costs, expenditures for materials and texts, and other local logistical matters. If done formally, in detail, and scientifically, they do serve the purposes for which they were originated.

Too many, however, are a few pages of general verbalization, lacking specifics and exact procedures. Statistics, sequence, inter-relationships, projections, analyses and evaluations must be intricate parts of any report upon which a district might approach year-round education.

Systems Analysis

This approach is fundamentally concerned with organizing thought into a pattern that may be defended as rational. As such, it is directed to bring about efficient allocations of resources in a restricted-resource environment.

Three activities constitute the heart of systems analysis: goals of the system to be clearly established, and a control subsystem which embraces a monitor and feedback activity. A systems analysis should be viewed in terms of what it actually is, rather than what it does.

More commonly and currently referred to as a PERT approach, systems analysis in such form may be truly referred to as a management information system. In a support of PERT, it has been stated that it can aid planning, highlight areas for management attention, aid communications, save time, focus attention on coordinative actions, forecast probabilities of success, display status and progress, and allow evaluations of contractors and contracting agencies. [1]

The truly significant difference between PERT preparation and other less structured plans is that it forces the administration to objective-orientation before a project starts.

Recommendations

At the outset, or even after having started an ESY inquiry, school districts should direct themselves to examples of planning available from specific sources. While a number certainly exist about the nation, the author calls attention to several:

Curriculum Restructioning for All-year Schools. Butler County Schools, Hamilton, Ohio, 1973.

The Development in Conduct of a Needs Assessment to Investigate and Provide Information Upon the Potential of the Extended School Year Concept for Keene, New Hampshire. New Hampshire State Department of Eucation, 1972.

Gemini 220 — An Extended School Day and School Calendar as an Alternative to New Construction. North Allegheny School District, Pittsburgh, Pennsylvania, 1969.

The Optional Five-term Year-round Educational Plan. Utica Community Schools, Utica, Michigan, 1971.

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A Two-way Street

Studies may be so inadequate as to be inconsequential to the needs of a district. Others may be so detailed as to be cumbersome and complex to those involved with the topic. Obligate the district to a clear, concise, precise, probing, and objective PERT model approach, perhaps supplemental at its beginning, or in a separate publication by overall observation and discourse.

Ed 12

Advantages, Disadvantages, Concerns and Legislative Needs

Every topic in education has its own unique application and value in each singular school district situation. A significant number of advantages, disadvantages, concerns and legislative needs emerge and must be appraised, however, almost generally by all districts. A varying degree of acceptance, rejection or moderation must be anticipated and appreciated, following a sum total of points of issue concluded for appraisal.

Advantages

A number of distinct advantages will occur, either by the actual implementation of the year-round school or, in degree, by a sincere consideration of its possibility.

Enriched Program — Attention must and will be focused on the curriculum, changes in teaching methodology, and purchasing of texts, materials, equipment and supplies. Breaking with traditional or established course offerings will take place; the movement to new courses is

almost guaranteed. Liberalization of course requirements will foster content developed on the more individual or small group basis. Reaction of students to the changes will be positive, and the opinions of their parents will be more supportive, in a general way, to all educational matters.

Individualized Program — The offering of more electives and options within required subject areas provides great strength to the curriculum revision and results in noticeable complimentary registrations. Such an arrangement offers, by pre-requests, a common experience for all, but, in the selectivity that follows, more individualization and specialization. The offering of several courses during the normal school year in a given subject area segments points of interest and participation in such a way as to highlight several times in a year, rather than only one, the last few weeks.

Motivation — The opportunity to select from a list of options within a subject area is stimulating to the student's participation and success. He is in a course of his own choosing, finding it more applicable to himself and to his needs, rather than being one among many in a common experience that holds only infrequent interest for himself.

Summer Change — Each year, large amounts of money are expanded to offer courses in the summer. In regard to their educational and economic qualities, they are disproportionately supported and attended, and are also reflective. By applying the costs of a summer program to a cost of educational and human life, one can substitute these savings for a similar period of time during the regular year. This is prudent, productive, and positive.

Reduction in Failures — As a student, in any semester program, only fails that portion of the year and not the entire year, this arrangement saves the wasting of attendance days in a class which has already been failed. It also "plugs" the student back into a possible success climate, actually increases the value of the dollar spent per day per student per class and permits a change out of a frustrating cycle into a viable one. It

erases the need to attend extra years in school to satisfy academic requirements and brings the teacher and student into a healthy one-on-one personal guidance relationship.

Education — Not a Part-time Business — Changing the concept of education from a three-quarter to a full-year concept is consistent with the thought that learning never ceases. Not locked into a traditional year of 180 or more days, educators find themselves to be more imaginative and creative, suggesting not only course changes, but the offering of learning in a variety of settings. Alternative education programs are but one of the outcomes, employing the community as alternate classrooms and the out-of-doors as substitutes for the laboratories. Students view education as more encompassing, not only in the textbook situation, but in the employment of individualistic, realistic, and substituting situations provided.

Dropouts and Absentees — A change to erase failures and to encourage graduation or success with peers will create a definite degree of improvement in the dropout and absenteeism rate. The greater one's happiness in what he is pursuing in school, the more he can anticipate fuller and richer participation.

Greater Use of Facilities — Any option of attendance in any three of four quarters reduces the daily attendance per day in any facility. If three-fourths of a school's population attends each quarter, while one-fourth is on vacation, it can be readily accepted that only three-fourths as many rooms are needed. Voluntary registration in year-round education requires years of growth to accomplish this percentage distribution, while mandatory assignments of quarters would arrive at it immediately.

Building Costs — If a district does enjoy only a three-quarter number of students in attendance per day, it will be possible to ignore additional construction of classroom facilities until such time as the number outgrows that point of balance. Given a stable student population, but old, crowded and inefficiently operated facilities, a district could reduce class sizes and discontinue using those schools or rooms that do not contribute both educationally and economically.

Loss of Teachers — For a period of time, especially when salaries of teachers were considered to be too low, the profession lost far too many excellent classroom teachers. Viewed as competent, intelligent, and dedicated people, they were enticed to a number of non-teaching occupations such as insurance, banking, and managerial opportunities. Others pointed out a need to increase annual earnings by assignment to 10, 11, or 12-month positions in guidance or administration. The annual wage, not a three-quarter year wage, does better assure the continued presence of the good teacher in the classroom and will result in the decision of many fine people in the present generation to pursue a career in teaching.

Better Education Per Dollar — Decreasing the number of drop-outs and absentees, reassignment of a student from a failing situation to a posture of passing, greater utilization of present facilities to house one-third or one-fourth more, greater learning, more individual attention, etc., result in greater quality per dollar of expenditure.

Graduate Study — Provided a teacher would be employed during the summer quarter when less than full graduate course offerings are available at colleges, and provided he/she "opts" out another quarter, two benefits are derived. One is economic control to the district. The other is full-time attendance of a staff member in a regular semester situation, at no loss of salary to that teacher. This would improve matters immeasurably for the professional growth of staff members, at no increase of costs to them, but with the greatest convenience. Application of this advantage best suits the quarter or similarly extended cycle plans for teacher vacation.

Variety of Work Experiences for Students — Now the options are two, rather than one. Students may attend school half of the day for all quarters, working the other half. This increases the vocational experience for each by a third. Or, the student might work for a full quarter, attending school for the other three quarters. The latter arrangement permits the rotating placement of four students on one job with full employment for that period of time. A mixture of the two, dependent on local factors, is also a distinct possibility, as well as an improvement.

Availability to Work Experiences — Under the traditional system, all students are released to scramble for the job opportunities provided in the community during the months of June, July, and August. Obviously, even with the greatest efforts, it isn't possible for a community to provide fruitful work experiences to all students at the same time. When September rolls around, all of the students return to school, the jobs now wanting for applicants. Under any rotating semester arrangement, a percentage of the students would always be available for job opportunities for the full 12 months. Employment is good as an alternative learning experience for almost every student. For certain families the economic gains are either highly desirable or necessary. The school and community indirectly become more molded as one, which is admirable in all cases.

Vacation and Recreational Opportunities — The younger generation no longer regards the summer period as the only time to vacation or to enjoy forms of recreation. We've provided them with trips to warmer climates at time other than during the summer months. Snow-mobiling, hunting, skiing and fishing should be followed in larger number. The student who would rather hunt for the entire season rather than face swimming that he doesn't enjoy, can do just that. He can vacation with his dad who saves his vacation for small or large game seasons. Visiting an aunt in Florida in December — February is far more enjoyable than doing so in June, July and August. Traveling overseas is more preferable and far less expensive outside the months of June through August. And, we must accept that our children do travel or should.

Acceleration or Enrichment — Early graduation, by calendar years, is defensible for a number of students. The saving of a calendar year and an earlier admission to the professions is to be defended for those who hope to become doctors or lawyers. Other students might choose to attend the four quarters, on a full or part-time basis, just to enjoy greater depth, experience, broadening and learning.

Reductions in Loss of Learning — At present, districts offer a score of opportunities, locally or federally financed, to assist students in the maintenance of what they have learned. Normally, these are piecemeal,

individually prescribed or written offerings. The attendance of a student all year, part-time, perhaps in the fourth quarter, provides a ready-made and on-going opportunity for educational profits to the students taking advantage of the opportunity.

Variable School Day — This is but a natural development of the openness that results when a district contemplates a change in the school year. A similar change concept encompasses the day. Attendance per day is fractional all year or full for part of it. Hours of instruction replace days required in attendance. Partial attendance outside the school is considered as merely an extention of learning in another environment and setting.

Fewer Texts and Less Equipment — If only three-fourths of the student enrollment attends per day per quarter, the same proportionate demand on texts and equipment results as with the requirement upon space. More courses of shorter and rotational characteristics result in fewer texts. A mistake in selection results in the disuse of only a small number of texts per individual course. A text adoption, and mistake, for one course in American history for all students is a most expensive thought to accept.

More Frequent and Closer Evaluations of Pupil Progress — As each course is but 60 days' duration, the need to arrive at mid-point and final grade determinations happens, of necessity, more times in a given year. The final exam becomes several final exams. The beginnings and conclusions of courses are not one each but several. The interaction of teacher evaluation and student performance is an on-going and more current issue.

Climate for On-going Curriculum Revision — School districts, boards of education, and staff members have a natural reluctance to change curriculum and specific courses of study when hundreds or thousands of students are involved. The mass change involves great expenditures of time, money, and energy. As a course in a quarter system is but a small part contributing to the whole, it is more readily approached in proper perspective. The decision to drop or to amend a course is only fragmentary and, therefore, more encouraged and happily approached.

The decision to add a course or to drop one is not the admission of an error of great consequence, but the willingness to adjust to that which has been accepted or rejected. Initial revision of the total curriculum into quarter courses is monumental, but once concluded, it leads to ease, economy and improvement.

Who Teaches What? — In a traditional setting and over the years, certain teachers have been assigned to the teaching of courses aspired to by the colleagues in their department. With proper concern about how many preparations one has per day, a rotating of teachers to courses within a subject area does occur. The newer teacher finds that he doesn't have to age to a seniority position on the staff before he teaches calculus or college English. The in-service and professional growth of staff members is evident. The motivation of staff and students to the changes of instructors is also self-evident.

Cuts Down on Summer Frustrations — Faced with all of the students on vacation, few job opportunities, and little pleasure with summer forms of recreation, students become extremely bored. Vandalism increases during the months of June, July and August. With fewer students on vacation, more in school and others gainfully occupied or employed, the situation should be greatly altered. This is promising in all school districts, but more so in the crowded cities.

Catching Up — The student who fails a 60-day course in English in his first quarter may add an additional, but different, course to the English course already selected for the second quarter. Being non-sequential, they are distinctly different. Passing both courses in the second quarter, he has caught up with himself and his peers by the third quarter. He has saved himself time, he has not failed 180 days, and the district has lost but 60 days of profitable expenditure for the one course. In fact, it has regained 120 days.

Non-contractual Staff — Occasionally, a staff member might be needed in a quarter, full or part-time. A large number of excellent women teachers left the profession to rear families. Faced with a district's needs and their pleasure in teaching irregularly for a quarter or two, they might be enticed back to the classroom. Inspired by the short-term

employment, they add dimension and breadth to the school and the instructional program, while performing mostly as mother and partially as a teacher.

Techniques and Groupings — The variety of course offerings enlists thought and change to both techniques of teaching and student groupings. Lecturing gives way to class participation. Individualizing the curriculum encourages group concerns and remedies.

Schools as Community Centers — With a relaxation of school facility use only for daytime students, the involvement of the community in the educational enterprise, and the diversity of course offerings, a person more easily identifies the school's importance and role in the total community. Adult attendance, normally at night, will be accepted during the day. Some will be enriched, while others will earn the diploma desired years ago. Outsiders in school and school personnel outside will bring a unity of effort, understanding, and productivity.

Career Education — Any student desiring employment in any area of occupation provided within a reasonable geographical area should have career exposure. A future doctor should be permitted to "shadow" his adult counterpart. A future architect should learn, first-hand, what transpires in an architect's office. The theme is properly to learn, not to earn; therefore, no remuneration to the student should be considered. While a student could "career" half-time each day of three or four quarters, it is more preferable that he do so full-time for one quarter, attending school full-time for the other three. As with vocational opportunities, this arrangement affords four students to profit from one career opportunity. Career education safely assumes that the offices of the doctor, lawyer, dentist or architect are but classrooms made available "in the field" and not in the school — alternative education at its best!

Disadvantages

Whether an advantage or disadvantage exists is almost a matter of the beholder. They appear in degrees of acceptance or rejection. All have a tolerable point of acceptance and a point of resolution.

Cost Per Pupil — Even with the very best efforts, especially so in a voluntary program, the cost per pupil in a year-round program will increase. For some districts, these instructional increases will be erased, however, over a period of time. Just what might occur in a particular district is distinctly a matter of local study. Less concern for pupil-teacher class ratio results in increases. Logistics of busing, additional time in staff utilization, etc., may also increase costs. Underestimating new issues in negotiations may result in added costs. To save money, school officials should adopt course revisions without a massive effort unique to their district. They should also permit a reasonable number of courses to be offered per quarter to assure proper teacher-pupil ratios. A third rule is to avoid fragmenting teaching schedules so as to cause teachers to have an excess number of preparations a day, thus circumventing any possible negotiations conflict on the issue.

Non-summertime Vacationing — Just how many families or how quickly would families adjust to the potential of non-summertime vacations? While working parents have suffered vacations outside of the summer for years, the lack of family vacationing opportunities at other times has not been a reality. Acceptance of an idea to one of practice is more than just a matter of time or transition.

Air conditioning — While air-conditioning a part or full building may be less than the cost of building additional classrooms in a given instance and in one building, the physical characteristics of other buildings may require additional costs. Excesses of glass, for instance, affect heat loss or gain, requiring differences in engineering and equipment.

Master Schedules — Scheduling of students and staff three or four times a year in the most effective and efficient manner possible is an absolute necessity. Accuracy, cost savings, course selections, teaching schedules, maximum utilization of staff, etc., are genuine problem areas. The use of the computer enters the picture. Its use, with "arena-type scheduling" is highly recommended to avoid costs, to have students placed in class at the proper time, and to bring staff and pupils together in counseling sessions.

Transportation — The costs and logistics can be reasonable or costly. Full buses assure maximum dollar utilization. The same number of buses, half-filled and over the same routes, obviously increase costs. Until legislation assists a district by proper and/or additional aid for transportation, this expense and instructional costs increases may be detrimental to year-round education efficiencies.

Student Activities — If an equal or representative offering of activities is attempted each quarter, and they should be, slight supportive costs can be expected. In view of value for dollars spent, however, the more students who participate, the greater the value of expenditure. Certain activities — musical concerts, for example — would exhibit the talent of a larger number of students, granting them growth exposure. In athletics, the adding of additional sports or the transfer of their seasons to the summer may be properly received as beneficial.

Maintenance — A common practice has been to hold off certain projects until the summer. As in industry and in business, maintenance could be handled on a day-to-day basis, major projects held off to such times as would exist between quarters and during the two or three-week closed school period allowed by a compacting of the calendar and/or advantages gained by a school year based on hours and not days of instruction. Evening maintenance undoubtedly increases the hourly rate of those persons so employed.

Administrative and Supervisory Tasks — Aside from the extra costs incurred in the services rendered by someone assigned the total logistics of staff and student assignments, a registrar, several other considerations apply. The office force faces new pressures and duties of a multi-semester situation. The principal and his assistants need some assistance, as the administration of a 12-month school operation is most taxing, with no tapering off points in the year.

Transfer of Students — Transferring students have always faced an adjustment when moving from one district to another, and more especially when crossing over state boundaries. The problems of placement do exist, but are not insurmountable. Interpretation of a student's school record should be tempered with understanding. As each quarter

is only 60 days, the student's proper placement with his newly found friends is only a matter of days within the quarter that he transfers.

Special Service Personnel — Added salary costs should be expected in the added three months of services offered by such people as secretaries, cafeteria workers, nurse, crossing guards and others. If determined somewhat on a student load as with instructional staff, however, the added costs would be less than one-third increase per assignment. A nurse could cover two buildings, as could a secretary, for instance.

Vacationing Students — The novelty of being on vacation while one's friends are in school could be a momentary attraction to visit the school. This situation would be no different than a graduated student's being interested in visiting the school the next year or a student's wondering what is taking place in summer school. With more to do, as provided by such agencies as the YMCA and YWCA in the community, the less a student would be interested in visiting the session of school. If placed in a work-study vocational or career opportunity, the student has little or no time to do so.

Community Agencies — YMCA's, YWCA's, Boy Scouts, Bible Schools and a multitude of other organizations would find need to provide 12 somewhat filled months of activities. This opportunity should be rewarding to their desires, as more young people would be reached. Support of their activities should be extended by more, as their efforts would be most obvious. Camps might consider three or four camping seasons from summer through spring, varying their activities accordingly.

Concerns

Student Activities — Under any semester arrangement, decisions must be made on the number and kinds of annual student activities. These events would include commencements, baccalaureates, proms, concerts, plays, number of senior queens, and many others. For a large school, the division of a senior class into two or more of their events should be much better than the current practice of one. The more

concerts a school has, the greater the opportunity for a larger number of students to exhibit their talents. Although smaller groupings have merit for student recognition, the holding of more numerous activities will have some cost and personnel impact.

Athletics — Eligibility to play a sport while legally "out" during a vacation quarter not only is an issue to be resolved at the official athletic association level, but also is one which will be questioned ethically within the conferences that comprise a smaller grouping of schools. The tendency to approve will appear in the year-round school district, attaching a somewhat professional status to the ballplayer. Rules of attendance while playing, enrollment in so many courses during the season, and the passing of same concurrently will all have to undergo re-evaluation. Teacher-coaches may elect to teach in the summer quarter and not during their respective sports seasons, so that they can have full-time employment and salary, without classroom responsibilities, during the athletic season. Attendance of parents to contests might be affected when a reduction of student attendance per quarter and sports season is in effect.

Faculty Vacations — Just how soon and to what degree, commensurate with summer quarter teacher-pupil ratios, will staff members accept or desire vacations during other quarters for graduate study, vacations and for other reasons? To maintain the same number of staff with a one-fourth fewer student body count will be to adopt a cost increase for instruction. Negotiations, seniority, rotation of staff, and other controls, will undoubtedly be suggested and/or imposed.

Budget Opinions — Too many people initially or too readily accept that a year-round school operation will reduce the district budget. A voluntary plan poses the opposite. A mandatory program might cause a holding of costs. Time, success, proper planning, effective implementation, prudent scheduling, legislative change and community acceptance may or may not bring about cost savings in one area of the budget, or increase cost in instructional areas while not reducing capital outlay expenditures.

Informational Services — Having adopted a voluntary or a mandatory approach, the school district must obligate itself to the greatest and

most effective dissemination program in its history. As year-round education evokes misunderstandings, emotional reactions, and the need of research and planning of the highest order, its explanation to students, parents, staff and community absolutely requires the diligent and industrious attention of a public relations person. Speeches, writings, radio and television appearances, and information to all in great number and variety are a must.

Equality of Quarters — Each quarter should be as equal as possible to another in both academic and extracurricular ways. A voluntary plan places a restriction on both as the number of students enrolled in the least popular quarter warrants a wisdom of cost and support. If too lenient, the expenditures per student increase radically. If too restrictive, the quarter, being least appealing to a voluntary registration, is least successful in attracting student enrollment.

Legislative Needs

Time Versus Days — Instructional time in class must be accepted in lieu of actual days of attendance in school so as to permit turn-around time between quarters and a two to three-week common vacation in late August or at some other appointed time. In a 365-day calendar year, it is almost impossible to provide a four 60-day quarter year, with desired extra days for holidays, weekends, turn-around time, snow days and in-service days for staff. Pennsylvania enjoys Act 80, which does, under new interpretation, permit fewer days in lieu of actual hours of instruction. In states which require school "to be open" 180 days, this requirement has been interpreted and applied to the benefit of a year-round operation. The fourth quarter days added to the days of the other three do satisfy the law. The requirement is for the schools to be open, rather than to specify the days that each student must attend.

Extra Reimbursement — Aid or money must follow the child. If a student attends full-time for three years, graduating one year early, the district is actually aided for only three-fourths of the time. Education time was similar to that given in four calendar years, but the support was disproportionate. Actual cost, based on educational time, must be applied in place of partial time based on calendar years. The student

who needs extra learning should be supported daily, rather than requiring the district to write special programs via federal and other sources.

Curriculum Flexibility — Laws and regulations regarding course offerings, hours per week in a number, and structure must be liberalized. The Pennsylvania Department of Education has been exceptionally helpful in its exceptions to time allotments per week in physical education and in other areas. An imaginative implementation of the year-round program is not feasible under a conservative set of laws or regulations.

Seed Monies — Any first attempts at success in such areas as year-round education will impose undue initial costs upon a school district. "Tooling-up," researching, and other activities are costly. Arriving at answers, developing new curriculum, and disseminating information — all free to later innovating districts — place costs upon the pioneers in the project. Sources of special financing must come from legislative enactments and special state or federal sources.

States, districts, and conditions do vary across the nation. What causes a problem in one location does not necessarily or similarly affect another. These items must be added to or deleted from according to local options and after a proper appraisal of the local situation. This is as it will be, and should be.

Ed12

Curriculum Change The Heart or Pulse Of an Idea

The primary reason for contemplating any changes in the educational structure of the school calendar, curriculum revision, use of the school plants, and assignment of personnel is to improve the educational opportunity for the boys and girls of a school district. In any voluntary situation, it should not be expected that a feasibility study of ESY will culminate in short or intermediate-range goals designed to release staff or alleviate space shortages. These benefits may occur as by-products of an improved instructional program.

Any significant change in the structure, scope, program or school year should be capitalized upon as the moment for instructional and curriculum revisions. Whether a district contemplates progressing to a year-round program or not, this change is just as viable an excuse. If the year-round operation is even a possibility, the occasion permits and

requires both to occur. Lacking improvements in the educational lives of students, the proposition satisfies only one of the two major objectives of year-round schooling -- namely, economic savings. This alone would be but a hollow victory of questionable quality and a tenuous span of success over a temporary period of time.

Individualized Instruction

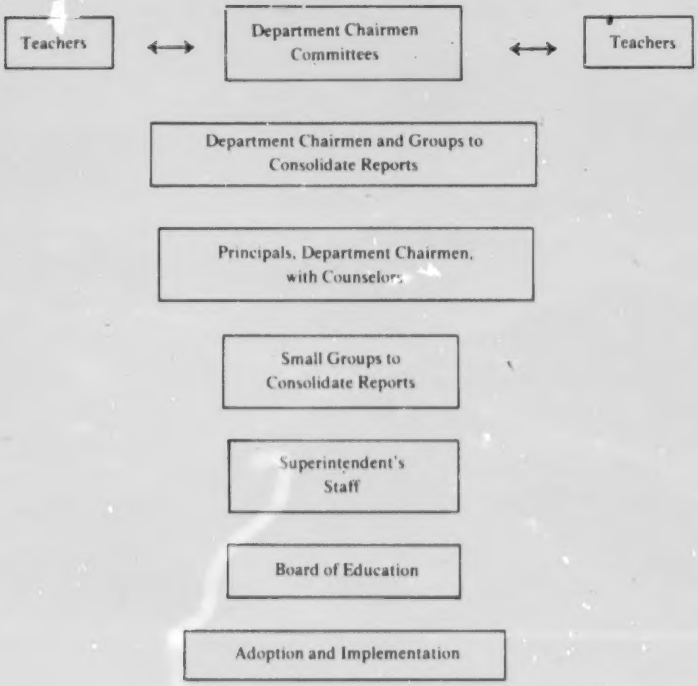
Curriculum has to be a current content designed not for masses, but for individuals or groups of students. For too long, conservative legislative or local mandates have relegated learning to a package similar in nature for all students. Textbooks dominated what would be taught, how much would be communicated, and for how long. Methods of teaching followed a sequence of events prescribed by the table of contents, the teacher administered the dosage, and students digested or gulped the matter placed before them.

The younger generation is highly interested in matters presently concerning them. Time doesn't allow at each progressive grade in school a thorough reteaching of all that has preceded through the grades. Students have specific areas of interest in every subject area, and they seek more detailed facts in them if they are not made readily available, perhaps even to the point of not learning information upon which they will be tested and eventually class-ranked.

An Appealing Idea

Curriculum revision, even of a massive nature, is a highly palatable undertaking. Given the opportunity, responsibility, and authority to plot its own professional destiny, a faculty arises rather courageously and convincingly to the task. Provided leadership, motivation, reasonable personal and financial support, substantial time, materials, and texts, the faculty or faculties will accomplish the seemingly impossible task.

A planned progression of activity through steps of involvement, contributions, assimilation, evaluative recommendation and referral to implementation is recommended, perhaps as follows:



Utilize substitutes to release selected teachers, to visit districts using team teaching, modern instructional media, flexible scheduling, independent study, mini-courses, learning packets, resource centers, alternative education programs, IPI, data-retrieval systems, remedial and special offerings, and acceleration programs. Make use of a cadre of experienced or interested teachers to draft revised curriculum or course outlines with attention to depth, singular interest priorities of students, scope of study and sequence of learning.

Engage consultants when necessary to assist in specialized curriculum innovations and development of behavioral objectives, for purposes of reaffirmation and confidence, and for peripheral systems analyses for computer utilization.

Objectives

Look to satisfy more individualistic interests and abilities. Add diversity, breadth and selectivity through course selections. Increase the

possibility and potential for matching the teacher and student, not only in a sphere of counseling, but on a par of subject matter compatibility. Work to reduce failure and lower dropout rates, and to decrease absenteeism, both mentally and physically. Allow for new or more interdisciplinary courses, more flexibility in choosing vocations, better work-study programs, enriched opportunities for remedial, or accelerated work, greater educational attainments, and fuller utilization of the student's time and the professional services of the staff. Also strive for economic efficiencies in materials, equipment and text purchases, and fuller and richer use of buildings and facilities.

Community Involvement

Employ the services and add the suggestions of teachers, students, parents, administration, board, advisory committees and (through representatives) the state department of education. Time consumed in the truthful participation of all will result in a truly desired and appreciated program of studies.

Build in mechanisms for interchange, dialogue, evaluation and ongoing revision. Curriculum is not a motionless subject. It's ever-changing, dynamic and the real reason for which schools exist, professional personnel are employed, buildings are built, students attend, and taxes are paid.

Cautions!

Dependent on the number of students enrolled in a school, the number in semester or quarter attendance, the size of staff, objectives and class sizes financially supported by the district budget, a number of cautions evidence themselves.

While desiring to non-grade English, for example, one should be concerned about the number of courses the school would offer. A larger number over the year may be possible, but the selection or variety per quarter is another matter.

Personnel issues will arise if too many courses are offered each semester, thus increasing the actual number of preparations per teacher a day. An excellent curriculum can be stifled or annihilated because of unreasonableness in flexibility of offerings each quarter.

Expenditures can be too great if courses are of such nature to require excessive numbers of materials or professional hours in the gathering of substance to a course. The latter can be minimized by the acceptance and adoption of preparations available from commercial sources or from other school districts.

Be cognizant that all that is offered by a curriculum revision is not necessarily good, meeting the objectives, or worthy of retention. Consider the total curriculum as the full smorgasbord of possibilities, setting the diet of what is to be offered, after the re-evaluation, on a per quarter basis. Maintain a digestible setting of educational nutrition, without the waste of student, staff, facilities, materials, equipment, texts, and economies.

Ed12

Student and Parent Questionnaire and An Analysis of Results

Considerable activity — discussion, travel, research, planning, debate, resolution and dissemination of information — leads to one crucial aspect of planning — the submitting of a questionnaire to the students and to their parents. A mandatory program doesn't depend as much on the questionnaire as does the voluntary, since it is assumed that a lawful body has indeed acted for the populace. The success of the voluntary plan depends on the results of a questionnaire and its continued implementation after one or more fruitful year-round operations.

Designing the Questionnaire

Considerable thought must be given to determining the time when the questionnaire should be distributed. Following that, one must determine the contents of the instrument. If lengthy, it tells too little information to those honestly searching for answers or directions.

The questions should be direct and in the language of the public, the same having been preferably used in talks and writings on the subject. Where possible, they should be answered by simple "yes's" or "no's." Open-endedness may be included, but never as a substitute for the answers to questions which should be handled in the pure numerical sense. Gatherings of common open-ended answers elude standardization of replies and serve mostly to color or to add substances to approval or disapproval answers.

If the questionnaire encompasses 10 or more questions, they should be submitted on a separate sheet bearing any explanation or greeting. The answer sheet, then, becomes a clean instrument for reply and later tabulation.

The form of the answer sheet should be such, in the case of hand scoring or keypunching for computer, that replies can be readily and accurately recognized. Providing a separate answer sheet allows for the physical arrangement that is conducive to the collection and collation of data.

One must decide what he wishes to learn from the results of a questionnaire. Correlations between and among questions which constitute parts or segments of the questionnaire can be extremely enlightening and constructive to the research. Just what relation attendance at an ESY meeting had to understanding it or to registration is more than fundamental data. It indicates relationship and success or lack of success in efforts which preceded the distribution of the questionnaire.

The language of the questions, as well as the questions themselves, should not be taken too lightly. While the instrument might be the creation of one person, it must stand the test of an expert panel of judges, or better still, the appraisal of a pilot distribution of the instrument. Ambiguities of language do appear, regardless of efforts to standardize the questionnaire, but fewer will appear if it is administered under an evaluative situation.

It is imperative that the questionnaire be clear, direct and encompassing of the total concept of year-round education as planned and discussed within the uniqueness of an individual district.

In a voluntary situation, the public will be more than curious as to whether officials plan to continue despite a negative response to the topic. Positions on the matter must be explained throughout all dis-

seminated information. Also plan to distribute widely the results of the questionnaire BEFORE a decision is made to proceed or not to proceed.

Sample Question Sheet

Date

Dear Student,

A few weeks ago we discussed the extended school year with groups of students at both the Junior and Senior High Schools. In addition, we also discussed the year-round (extended school year) concept at nine evening public meetings, over the radio stations WBUT and WISR, in the Butler EAGLE, and on Channel 5 of the local cable services of Armstrong Utilities. We would greatly appreciate your helping us by replying to the following questions. Please respond on the attached answer sheet.

1. Did you attend one of the student meetings on the topic of the extended school year in the Junior or Senior High School?
2. Do you feel that you have a reasonable understanding of how the extended school year plan works?
3. Do you presently plan to enroll for the 1973 summer quarter?
4. If you presently plan to enroll in the 1973 summer quarter, when do you plan to take a quarter off for vacation?
5. If you do not plan to enroll in the 1973 summer quarter, is there a possibility that you might sign up for the 1974 summer quarter?
6. Do you encourage the Butler Area School District to continue its study and planning for the extended school year, whether you do or do not enroll in a summer quarter yourself?
7. Did at least one of your parents attend an evening meeting discussion on the topic of the extended school year?
8. Do you feel that your parents understand how the extended school year works?
9. If your answer to number 8 is "yes", check one or more ways in which they were informed.

10. If you presently plan to enroll in the 1973 summer quarter, please answer the following: Do you have a younger brother or sister presently in grades kindergarten through fifth grade?
11. If you have a younger brother or sister presently in grades kindergarten through grade five, does your family plan to vacation together sometime during the school year, September — May?
12. If your answer to 11 is "yes," for how many weeks?
13. If your answer to 11 is "yes," please give the name of your brother or sister, present grade level and the elementary school attended.
14. Please make any suggestions or comments that you feel would be helpful to our extended school year considerations.
15. Please ask your parents to make any suggestions or comments that they feel would be helpful to our considerations of the extended school year.

(Color code questionnaires and answer sheets by grades or buildings for gathering and analyzing results by, between, and among groups.)

Sample Answer Sheet

1. _____ Yes _____ No
2. _____ Yes _____ No
3. _____ Yes _____ No
4. _____ 1. Fall
   _____ 2. Winter
   _____ 3. Spring
   _____ 4. Don't Know
   _____ 5. Plan to go all four quarters
5. _____ Yes _____ No
6. _____ Yes _____ No
7. _____ Yes _____ No
8. _____ Yes _____ No
9. _____ 1. Radio
   _____ 2. Newspaper
   _____ 3. Channel 5
   _____ 4. From you
   _____ 5. Community meetings
   _____ 6. From articles
   _____ 7. Other ways

10. _____ Yes _____ No

11. _____ Yes _____ No

12. _____ 1 week _____ 2 weeks _____ 3 weeks

13. Name of brother(s) or sister(s) (1.) _____ (2.) _____
    Present grade level of each _____ _____
    Elementary school attended _____ _____

14. Suggestions (Self):

15. Suggestions (Parents):

. . . . . .

Your Name: _____ Present Grade _____

School you are attending: _____

Your Address: _____ Phone: _____

Your Signature: _____ Date: _____

Parent's Signature: _____ Date: _____

PLEASE COMPLETE AND RETURN TO YOUR TEACHER BY FEBRUARY_____, 197___.
THANK YOU FOR YOUR HELP.

_____
Director of Secondary Education

_____
ESY Project Director

_____
School District

Actual Responses and Analyses
of Questionnaires
Administered in the Butler Area School District

The student and parent questionnaire was distributed to approximately 5,500 students, grades six through 11 in the Butler Area School District and grades six through eight in the parochial schools within our geographical area. The number must be approximated as it was not possible, through the variety of people involved in the distribution, to know how many students were absent, etc. Questionnaires were color-coded for later inter-group analysis.

Although the questionnaire was directed to both the student and parents, encouraging a family involvement, we could not determine how many questionnaires were not taken home. Obviously, a number of students and parents did not care to involve themselves and consequently did not respond. Those had to be considered as "no" responses to the questions posed. For the greatest degree of accuracy, analysis and prediction, we directed our attention to the 4,137 responses to our inquiry. The tabulations, analyses and projections were based on those returned.

Question 1 — Did you attend one of the student meetings on the topic of the extended school year in the Junior or Senior High School?

1,343 responded YES (32%)
2,772 responded NO
22 did not answer the question

A number of students may have been unable to attend a meeting because of scheduling problems or attendance at a parochial school. They may also have felt they already had a sufficient understanding of the program. A significance was noted in the yes response to question number 2.

Question 2 — Do you feel that you have a reasonable understanding of how the extended school year plan works?

3,190 responded YES (77%)
913 responded NO
33 did not answer this question

A significant number of students professed to understand the year-round school proposal from a variety of sources as covered in question number 9. We presumed that our informational attempts to students were highly successful.

Question 3 — Do you presently plan to enroll for the 1973 summer quarter?

449 responded YES (10%)
3,594 responded NO
84 did not answer the question

A misunderstanding as to whether we would provide transportation or not caused us to put out a second, single-item questionnaire. The original yes response was increased by an additional 85 students interested in enrolling in the 1973 summer quarter. That number was included in the preceding figures.

Note: Make a firm and lasting decision on such matters as transportation. Any vacillation at a later date is taken as a lack of credibility and arouses confusion.

Question 4 — If you presently plan to enroll in the 1973 summer quarter, when do you plan to take a quarter off for vacation?

73 chose fall (6%)
104 chose winter (9%)
46 chose spring (4%)
737 didn't know (69%)
100 plan to go all four quarters (9%)

The responses to this question had errors within them. Only those students who planned to attend the summer quarter should have responded, but others did as well. In addition, those who said yes after the transportation issue was clarified had to be added.

Note: We realized the need for counseling the individual student and family and established such counseling as definitely one of the first tasks in the near future.

With some degree of prediction error, we could state that approximately three-fourths of those interested in the summer quarter planned

to take off another quarter. Such being the case, we were reasonably successful in the attainment of economic gains, as well as having pointed out the merits of occupational, recreational, and vacation plans at times of the year other than only the summer months.

Question 5 — If you do not plan to enroll in the summer quarter, is there a possibility that you might sign up for the 1974 summer quarter?

1,338 responded YES (34%)
2,504 responded NO
283 did not answer the question

A significant positive gain was noted in question 5 over question 3. Perhaps the time of the year in which we found ourselves caused students to say "no" then, but "yes" for the next year. Family vacation plans may have already been determined.

A certain degree of "watch and see" definitely was involved. The adage that "success breeds success" could be applied. We would like to think that the favorable acceptance of the year-round concept was noted in the response to this question, and that we only had to make allowances for personal and academic decisions based on timely or current considerations.

We believed that we could predict a growth in number enrolled in a summer quarter with totals varying up or down according to changes of mind, effectiveness of implementation, and the broadening of impacts of year-round education.

Immediately ahead of us at that time was one task — career education — which might have increased summer quarter enrollment. The more career opportunities made available to students, the greater the summer quarter registration. Counseling had to be focused on this matter.

Question 6 — Do you encourage the Butler Area School District to continue its study and planning for the extended school year, whether you do or do not enroll in a summer quarter itself?

2,690 responded YES (67%)
1,318 responded NO
129 did not answer this question

A significant agreement was indicated that we should continue our year-round pursuits.

Question 7 — Did at least one of your parents attend an evening meeting discussion on the topic of the extended school?

708 responded YES (17%)
3,395 responded NO
31 did not answer this question

A small number of parents attended the evening meetings scheduled during the three-week period at different locations in the school district. As with the student response to a similar question, however, this response was related to another. In that case, the response to question 8 was significant and complimentary.

Question 8 — Do you feel that your parents understand how the extended school year works?

3,065 responded YES (75%)
985 responded NO
72 did not answer this question

Hopefully, the students responded to this question with knowledge of their parents' understanding of the topic or the response was offered after consultation with the parents.

It was reasonably safe to presume that a significant number of parents learned of the workings of the year-round school program by a variety of means as included in question 9, rather than singularly from community meetings.

Question 9 — If your answer to number 8 is "yes," check one or more ways by which they were informed.

1,342 by radio (42%)
879 by newspaper (27%)
102 by Channel 5 (3%)
527 from you (students) (16 %)
121 from community meetings (3%)
67 from articles (2%)
169 from other ways (5%)
941 did not answer this question

While one method of dissemination may have been regarded as more effective than another, the success of providing information had been attributed to a variety of complementary media. Unfortunately, a large number of students did not respond to this question.

Question 10 — If you presently plan to enroll in the 1973 summer quarter, please answer the following: Do you have a younger brother or sister presently in kindergarten through fifth grade?

468 responded YES (31%)
1,008 responded NO
2,656 did not answer this question

This question actually applied to the students who planned to enroll in the summer quarter. As others chose to answer it, the statistics were in error. Individual counseling of students and parents soon followed.

The statistics related to this question were altered by the addition of students who later said "yes" to enrollment in the 1973 summer quarter following clarification of the transportation issue.

Question 11 — If you have a younger brother or sister presently in grades kindergarten through grade five, does your family plan to vacation together sometime during the school year, September — May?

189 responded YES (9%)
1,868 responded NO
2,074 did not answer the question

The statistics were in error because the question was answered by students who did not plan to enroll in the 1973 summer quarter and total figures were not increased by later "yes's" to enrollment following the clarification of the busing issue.

Question 12 — If your answer to 11 is "yes," for how many weeks?

74 for one week (31%)
115 for two weeks (48%)
47 for three weeks (19%)
3,898 did not answer this question

This response was more reliable as a prediction since it approximated the number who planned to enroll in the 1973 summer quarter. After the addition of later registrations and individual counseling, more accuracy was achieved. The result approximated the prediction that most families vacationed together for two-week periods.

Questions 13, 14 and 15 were open-ended requesting certain information and comments from students and parents. These were taken from the returned questionnaires and recorded upon a supplement to the report.

The response to one question had some significant correlation to the response to another. Therefore, certain correlations of responses were computed for whatever analyses might have been desired. The addition of later quarter registrations caused more positive correlations

Of the total number of responses received, 1,343 students (32 percent) responded that they had attended one of the student meetings on the topic of the extended school year. Sixty percent (2,772) responded that they had not attended any of the student meetings on the topic of the extended school year.

Of the 1,343 or 32 percent answering "yes" to question one,
1,216 (90%) answered "yes" to question 2 of those who answered
154 (11%) answered "yes" to question 3 of those who answered
496 (39%) answered "yes" to question 5 of those who answered
948 (72%) answered "yes" to question 6 of those who answered
1,074 (82%) answered "yes" to question 8 of those who answered
Of the 2,772 or 68 percent answering no to question one,
1,965 (71%) answered "yes" to question 2 of those who answered
201 (7%) answered "yes" to question 3 of those who answered
846 (32%) answered "yes" to question 5 of those who answered
1,734 (64%) answered "yes" to question 6 of those who answered
1,982 (72%) answered "yes" to question 8 of those who answered

Note: It was our recommendation that we proceed with our plans to implement the 1973 summer quarter, enlisting the services of a counselor or two to help deal with the individual issues that had to be objectively and finally resolved.

Our next crucial step was to speak to present 10th and 11th grade students on the topic of career opportunities as provided by the year-

round school proposal. We predicted an increase in summer quarter registrations, as our response to the employer (co-educator) questionnaire was most rewarding.

Questionnaire Responses

Grades 10 and 11	Number responding — 716
Grades 8 and 9	Number responding — 1,498
Grade 7	Number responding — 714
Grade 6	Number responding — 824
Parochial (grades 6, 7 and 8)	Number responding — 384

Best cooperation in return of questionnaires was from the parochial, elementary and junior high. Lowest response, considerably less than half, was from the senior high school. Interest in the idea of the year-round school may be noted for students at certain grade levels.

Distribution and collection also may have varied in effectiveness.

Interest in Attending Summer Quarter

Grades 10 and 11	181
Grades 8 and 9	139
Grade 7	41
Grade 6	50
Parochial (grades 6, 7 and 8)	19
Total	430
Marginal "yes" answers	19
Total	449

Although the lowest percentage of questionnaire responses came from the high school, that school did report 181 as desiring to attend the summer quarter. Due to summer school interest, a few of those may have been invalid.

A sincere attempt to explain career opportunities to present 10th and 11th grade students should have resulted in more senior high registrations. Meetings or assemblies were held for that purpose.

A significant interest was also noted at the middle grades, seven-nine. Those students were most responsive in our student meetings. Obviously they saw an application of the benefits of the year-round school operation over a period of school years ahead of them. The impact of career education hadn't yet been understood by them, possibly due to age, confusion on future plans, etc.

Despite most positive support in some circles and anxieties of one type or another, the interest of parochial school students was low. We had predicted quarter enrollment, especially because of the excellent efforts on the part of the parochial staff and the fact that parochial school students should have desired the summer quarter as a supplement to their school year in the areas of music, art, homemaking, languages, physical education, sciences, and industrial arts.

A certain small degree of error had to be accepted. The questionnaire was distributed to a large number of students and parents. Misunderstandings did exist here and there. Individual counseling had to be done on a full-time basis. Career education concepts and possibilities also had to be taken to the top two or three secondary grade levels.

Note: A final commitment to the summer quarter had to be granted at this time, approximately six months ahead, or the concept dropped. We had to speak clearly to what the summer would or would not provide our students, educationally, and our staff, economically.

Overall Results

While a true evaluation of the questionnaire and results did reflect errors in response or less than full clarity in the inquiry, it also reflected adequate data to defend a satisfactory summer quarter enrollment in the district and relatively good success in telling the story of year-round education in the Butler Area School District.

Ed 12

Career Education A Major Plus

Career education has been aptly described as a new order or form of education, concerned with the usefulness and self-realization of every individual. Unfortunately, this should always have been the focus of education, but wasn't.

Let us observe where we went astray.

Each generation of parents breeds the hope that its offspring will rise above its occupational and economic status. Craftsmen saw to it that their children received a more formal education. Workmen desired that the blue collar change to white. As one generation passed on to another, those who had skills with their hands passed their skills on to fewer and fewer.

In the 1930's and 40's, trade schools became the institutions where students were sent if considered to be unsuccessful in academic pursuits. The results, not the reason, being noted. The dropout rate was significant; education was dictated to those in a trade school, rather than being a program of studies selected or desired by the students.

The age of sputnik came upon us. The Russians had beaten us to space. A panic set in at high levels that we should maximize learnings in math, science and languages. Fine for those areas, but what of the others?

Millions of dollars became available for the promotion of educational programs designed specifically for the intellectually gifted or motivated, rather than for the general populace of students. Modern math, indirectly, was fostered upon the schools by financial inducements in scholarships and outright supportive grants of money. In quick succession, came such programs as BSCS biology, PSSC physics, and chemical bond theories in chemistry. Major, but partially explosive progress.

Now it was timely, socially and economically, to promote a college education for almost all of our young. This climate, coupled with the first or second generation's desire that its children do better, the social prestige that a family supposedly gets from offspring in college, and the availability of easy scholarships and federal loans led, not to the trade or career fields, but to an invasion of the college campuses.

In our own district just a decade ago, we resisted a very strong local opinion and lobby to change half of our high school shops into regular classrooms, rather than add a wing to the school. Remember that education becomes that which is successfully imposed upon it.

A number of local industries spoke openly, strongly, and too effectively, almost, against our shop program. They stated that we should educate all of our students solely in the academic sense, leaving the shop or manual training to them. Some of that thought may still prevail.

The need for teachers was crucial, so thousands of our young people flocked to that professional preparation, only now to face a position shortage. Engineers were in short supply, so a large number of our pupils so prepared themselves. History records that many graduate engineers are without jobs or are performing the tasks of laboratory technicians.

Too many of our young have properly gone to college, with no career plans, to pursue a liberal arts degree. This is an excellent education to develop the mind and the thought processes and to appreciate things in an intelligent and humane way. Often, however, it isn't education that results in one's ability to perform a productive, useful, desirable, and wage-earning service. In brief, too many of our students go to college, pursuing an education, but with no confidence as to what they want to do with or in their lives.

We are living in a period of time in our country's history when unemployment is high, welfare is a major cost of government, post high school education is available to many and almost free, the cost of skilled labor is high, inflation continues to grow, and the number of technicians or craftsmen is extremely low.

How long must one wait to get a simple carpentry job done because they're busy? Unemployment exists, but no carpenters are available.

What is the quality of craftsmanship that you get? Ours is a society that is known for planned obsolescence.

Have we relegated an honest living at an admirable trade requiring the use of hands to little respect, save when we are in need of such knowledge? A society is made up of many to be respected inner-groupings.

It takes intelligence and skill to work on modern automobiles, appliances, electricity, and construction. Why steer students with high IQ's away from pursuits demanding mental abilities?

Reading liberally has become passe. Too many young people are attracted to the television, drive-in movies, and activities of a more recreational and academically "softer" life.

Comprehensive education is, indeed, defensible and good, but the term should have a broad and more meaningful definition. Students should be exposed to developing skills with their hands, regardless of possible future college attendance. Guidance personnel should encourage a student to a career end, without overriding reservations of IQ and some other test results. Interests, skills and desires of students should more happily result in a support of parents to them and not to a redirection caused by the aims of only the parents.

Educational money goes more to the extremes of student ability, the high and the low. The larger middle grouping receive far too little financial support. Too little help goes to that group's aspirations, which our society has unfortunately branded as only normal.

Nearly 2.5 million of our young people leave formal education each year without adequate preparation for a career. By the end of this decade, in spite of the number of students in college, four out of five jobs will not require a baccalaureate degree.

Young people today are genuinely less concerned by the economic gains of employment than their parents. They're more properly and

deeply concerned with what they want to do and should be afforded the full happiness of that accomplishment and fulfillment.

Districts should emphasize careers throughout the grades and by varying approaches. An English course in "careers" serves two obvious purposes. Optional courses, both in and out of required subject areas, should be added as a supplement to the efforts.

Work-study courses should be added from bookkeeping, secretarial and clerical opportunities, to special "on the job" experiences in wood, welding, mechanics, agriculture, machines, electricity, drafting, social services, electronics, and the professional fields.

Develop an all embracing work-study course, if numbers are small. Provide students with experiences in almost anything imaginable — taxidermy, stone masonry, and plumbing, for example. Attempt to keep services available in desired occupations served by a diminishing number of craftsmen or practitioners.

In a new curriculum, have hopes of bettering education in all career areas. Include the promise of betterment for all students, college-bound or otherwise.

Help is needed in any career enterprise. Such is a cooperative and mutual effort of the school and the community. Attempt to place the future lawyer with a practicing attorney, the future cosmotologist in a beauty shop, the future nurse with a doctor or in a hospital, and the future teacher in a classroom with a professional and adult counterpart.

The earlier a young person is directly or indirectly exposed to a career, the sooner he orients himself to a proper preparation for it. After graduation or the completion of pre-education, he is able to sell his skills and knowledge for wages earned.

To accomplish career goals isn't easy, but it's certainly worthy of any effort. One must be realistic with respect to problems. Plan to retrench. Break with tradition of the past 10, 20, or 30 years. Encourage the federal government and the state department of education to be more liberal with their regulations. Withstand the pressures of strong labor, political and social pressure groups. Rethink thoroughly, what the word *education* really implies or embodies. Rewrite curriculum and do anything else necessary, perhaps including the year-round concept, to open up things, and find money during a tight money period to educate effectively now, in preference to re-educating in the future.

Ed 12

Co-educator Questionnaire And Analyses of Results

Recognizing an all-encompassing good reason for year-round education isn't enough. Added to that requirement is the necessity of convincing students and parents to accept it as a valid reason for altering attendance outside the normal restrictions of the traditional school year. Opportunities in career education must truly exist in order to behoove those working on the topic to canvass the entire community and to enlist everyone's wholehearted support.

The Questionnaire

To obtain information about available opportunities in career education, a questionnaire is a useful tool and should be sent to all employers who could be appropriate co-educators in the program. All of the prerequisites applying to the release of the student and parent questionnaire are equally applicable to the employer or co-educator instrument. Nights at Rotary, Lions and Optimists clubs also must be devoted to telling about the year-round school concept, in general, and specifically how the trades, industrial, business and professional people can be of help and how they, too, will benefit. The latter involves profit in terms of their occupations and to them as taxpayers within the school district.

62

Questions for the questionnaire have to be determined on the basis of desired information. Pointedness, clarity and specificity should be reflected in the instrument. Trial and testing of the instrument is highly recommended so as to arrive at a better questionnaire, more probing and less ambiguous.

Just who might serve to assist a district in educating a student is a problem in itself. One might peruse the yellow pages of the telephone book for likely future occupations for present students. This activity alone, however, doesn't allow for full access and exposure to all possibilities. The successful, but independent artist, for example, might only be found in the white pages. Apply the understanding that almost any occupation in which an adult is gainfully employed might well serve the student aspirant to that trade, skill, or profession.

Timing for Best Results

Assuming that a maximum effort to reach all employers or co-educators has been made by pre-planning and by planning chart scheduling, the time arrives for searching out positive replies.

The cover letter to a questionnaire is most important. Practicing lawyers or doctors dislike long and academic-sounding epistles. They, too, are infamous for placing letters aside for tardy replies, so anticipate a trail of cooperative responses. The important thing is that they are answered in the affirmative, regardless of the time lag.

Once respondents of this category have replied and have become interested, they must receive correspondence or better still, active participation or compliance. Hesitation or lack of response on the part of the school people serves them little good in the opinions of people in the larger society.

Expect high levels of individual interest and many telephone calls and messages. Guard against the misunderstanding that career education provides the services usually offered by well-known and local co-op and vocational programs. Erosion of such successful programs should not occur. Both paid and non-paid student work experiences are good. Career education, however, must satisfy different criteria of learning, not earning, or it becomes a siphon to the other programs and runs head-on into conflict of minimum wages and other conditions.

Sample Co-educator Cover Letter

Name of School District
Address
Phone

_____
Superintendent

_____
Director of Secondary Education

January , 197___

Dear Employer:

The_____School District is contemplating the start of a year-round school program starting in June of 197 . The implementation will depend, naturally, on the evident support and interests of parents, students, co-educators and employers within our school district. We desire your help and opinions.

Simply, the school year will be divided into four semesters of 60 days each. Students will be required to attend only three quarters for a total of 180 days.

The four quarters are planned, allowing a day or so each way, as follows:

1	2	3	4
Summer	Fall	Winter	Spring
60 days	60 days	60 days	60 days
June	September	December	March
July	October	January	April
August	November	February	May

If a student chooses to attend during the summer quarter, he may select to vacation during any one of the three remaining. Summer quarter attendance is voluntary.

This is an option for the family to vacation at different times of the year. Parents who work at seasonal occupations have had little opportunity for family vacations. Now, parents and children can plan differently. Also, trips to Florida and California may be taken at a more enjoyable time of the year.

The year-round school plan affects the secondary schools, grades 7-12, primarily. We have arrangements with family coordination, however, to release the elementary child, grades K-6, for the several weeks (September-May) when the family desires to be together. We will offer the elementary child both individually designed instructions and compensatory time in school.

The year-round school also provides excellent career opportunities and vocational experiences for many secondary students, both of which are most highly desirable.

Under a four-quarter plan, we can arrange for one student per quarter for each assignment or a total of four different ones per assignment over the entire year.

Future attorneys, nurses, teachers, etc., can be placed with their professional counterparts. This aspect naturally, requires the cooperation of district employers and professionals in assisting our students to learn in a total alternative climate or environment. In effect, the community representatives would be regarded as co-educators.

Students "interning" in the career areas need not be paid. Those in the vocational programs, as in the past, must be considered in a different fashion.

We have made many presentations to the community on the year-round school topic. It is our desire to be more extensive and available as requested.

We would like you to respond to the concerns on the attached form which I would appreciate being returned to me at your earliest opportunity. Please feel free to add comments.

Thank you for your attention to this letter and for being of assistance to us in our concern for bettering our educational program.

Please be assured that we will respond to all who wish to know more or to be involved.

Sincerely yours,

_____
Director of Secondary Education

_____
Project Director, ESY

Enclosure

Sample Question Sheet

DETACH

Return to: _____
Director of Secondary Education

_____ School District
Address

1. Do you favor our continuance of research and thought on the merits of the year-round school project?
   Yes_____ No_____

CC

2. Is the option of vacationing during one of the four quarters of the year of some decided advantage:

To you? Yes_____ No _____

To your employes? Yes_____ No_____

3. Would you consider providing an "intern" or vocational opportunity for one student per quarter, four for the year, full or part-time?

Yes_____ No _____

4. Would you like for us to visit with you or to discuss the topic before a group?

Yes _____ No _____

.....

Respondent's Name _____

Representing (company, concern, etc.) _____

Respondent's business address _____ Zip_____

Date _____ Phone _____

Actual Responses and Analyses of Questionnaires Administered in the Butler Area School District

A total of 1,067 questionnaires were sent to possible employers, or more preferably, co-educators. The list of employers was compiled going through the yellow pages of the local telephone book. Obviously, many other career opportunities were available in the community. They were added as time progressed and success took place with our efforts.

A number of additional favorable responses were anticipated in time and with success.

One hundred, forty-five questionnaires were returned. Seventy-two or 50 percent favorable responses did result from the return of the questionnaires. These opportunities, however, should not have been considered as one per response, although a large number of the responses did offer one to four or five career opportunities, from clerical to technical.

The key to success was obviously guidance. Counseling of each student regarding each possible career internship was crucial. Information and coordination were necessary.

At that time, we were awaiting official word that career students would be exempted from federal wages and hours conditions. With that response being favorable we did most certainly receive more career opportunities and interests.

The concept of career or intern experiences is to learn, not to earn. A number of situations made available to us had to be excluded because they did not satisfy that criterion. As a position changed from intern to occupational, we were ready to so note the change and call it vocational. Even then, our educational program was enhanced in consequential value to our students by vocational experiences.

A significant number of responses carried the message that working conditions and/or required insurance prohibited participation. These facts were anticipated in the larger number of co-educators contacted.

The responses to the employer (co-educator) questionnaire were as follows:

Question 1 — Do you favor our continuance of research and thought on the merits of the year-round school project?

145 responded to this question — 127 yes, 18 no

Co-educators overwhelmingly encouraged continued efforts. Two no responses indicated that we should go ahead with the year-round school project, obviously meaning that research, in their opinion, was complete and understood in our community.

Question 2 — Is the option of vacationing during one of the four quarters of the year of some decided advantage to you?

76 yes; 56 no; 13?

Fifty-two percent of the co-educators reported that the year-round school operation would have been of some decided advantage to them.

to your employes?

78 yes, 45 no; 22?

Fifty-two percent of the co-educators also reported that the year-round school operation would have been of some decided advantage to their employes.

Question 3 — Would you consider providing an "intern" or vocational opportunity for one student per quarter, four for the year, full or part-time?

69 yes; 65 no; 11? (Several ? answers can be interpreted as yes.)

Forty-seven percent of those responding indicated a willingness to cooperate with our career aspirations by the interning of four students for the year, one per quarter, full or part-time.

It was important to note the following things:

1. A number of co-educators may have taken more than one student per quarter because of a variety of opportunities from clerical to technical.
2. The response of co-educators actually meant that if interests coordinated we could place a total of 276 students in presently available career spots.
3. The local hospital previously reported 28 positions from janitorial to technical.
4. Adding questionnaire responses and those from the hospital, we had 97 career "slots" providing intern positions for 388 students.

Question 4 — Would you like for us to visit with you or to discuss the topic before a group?

21 yes; 110 no; 14?

Only 14 percent of the respondents indicated an interest in further information on the topic. Comparing this number with the 47 percent who would have taken an intern, one concluded that our dissemination and informational efforts had been successful.

The previous assumption positively correlated with the result that over 75 percent of the students and parents surveyed stated that they understand how the year-round school works.

Both were positive and complimentary responses.

Career opportunities were available in the areas or specific organizations as noted in the following:

Television Broadcasting — 1
Supermarket — 1
Utility Company — 1
Architect — 1
Business Machines — 1
Foods — 2

YMCA — 1
Jeweler — 1
Transit — 1
Army Reserve (Marines, National Guard) — 3
Citizens Transport — 1
Helpline — 1
Attorney (Law) — 2
Church — 7
Dentist — 3
Automotive — 3
Metal Fabricating — 1
Old MacDonald's Farm — 1
Sunnyview Home — 1
Nursing — 1
Chiropractic — 2
X-ray — 1
Receptionist — 1
Anthropology — 1
Insurance — 1
Easter Seals — 1
Butler County Park & Recreation — 1
Medicine — 1
Banking — 2
Retailing — 1
Family Counseling — 1
Butler County Memorial Hospital — 28
County Government — 1
City Government — 1
Tire Service — 1
Financing Services — 2
Butler Musical Society — 1
Furniture Retailing — 2
Plumbing, Heating — 1
Wholesale Distributors — 1
Optometrist — 3
Carpet Retailing — 1
Pepsi-Cola Company — 1
Home Sales and Construction — 1
Nursery Sales — 1
Department Store — 1
Catholic Social Service — 1
Mental Health/Mental Retardation — 1
Paints, etc. — 1
Car Wash — 1
Surgeon — 1
Transfer and Storage — 1
Aviation — 1
Gasoline Retailing — 1
Cosmology — 1
Butler County Board of Assistance — 1
Clothing, Retailing — 1
Hindman Supply — 1

Counseling followed. The full-time assignment of a counselor, financed by special state funding for the remainder of the year, was crucial to being successful.

A list of comments was later gathered for distribution to those interested and all respondents did receive this report of questionnaire results.

We recommended proceeding with the career phase of our efforts. That phase and many other matters, however, were directly related to a positive commitment to the 1973 summer quarter.

Wrap-up

As indicated, favorable responses to the questionnaire did trickle in and continued to do so. The numbers indicated here were added to by a later tabulation. A small number of students were placed without pay in career "learning" situations, among which were architecture, medicine, ministry and medical secretary. Student and co-educator interest remained high. The structure of a year-round school operation improved upon the possibility for careering, although it could have been offered in a traditional setting.

Questions and Answers Part One

Persons representing a district's interest in year-round educational use of school district facilities should anticipate many various questions. These will range from the practical to the emotional. Some will be answered easily and for others, only the best guess or assumption can be offered in reply. The presenter must be articulate, flexible, congenial and understanding. The public has a right to raise its questions. To react in any way outside of an overt desire to inform would negatively affect a change in education by matters really unrelated to the topic itself.

The subject of year-round education is akin to the tentacles of an octopus. At one moment a question goes in one direction. The next question causes a new road of thought to be followed. This is as it should be and will be, as listeners to a presentation have varied and diverse interests.

The following questions actually typify what will be asked. The answers serve to justify the reasoning or outcome of each. Be ready for any. Admit the lack of an answer when that occasion arises, then seek to arrive at one.

Will you offer summer school in addition to a summer quarter?

Summer school has been a popular and useful offering in many districts for many years, not just for make-up or remedial activities, but to provide motivated students with the opportunities of enrichment, lightened academic schedules, and in some few cases, acceleration.

When a district is contemplating a year-round school operation, it cannot dispatch that which has served it well for many years.

In a voluntary situation, where summer quarter enrollment will be minimal at first, it is prudent to maintain a summer program of a limited nature concurrently with the first full summer quarter attempt.

It is possible, in states where a specific number of hours of instruction equals days of schooling, to offer one summer program for both summer school and summer quarter students. Should the summer quarter be unsuccessful, the earlier summer school is retained. If the summer quarter is successful, the district has afforded itself the very best of two arrangements under guarded economic arrangements and allowed for a natural osmosis from summer school to summer quarter operation.

Why did our district choose the 60-day quarter over the 45-15 plan that we've read about?

The 45-15 plan is undoubtedly best known as a year-round school attendance pattern. One must recall that most programs have started in the elementary schools. The 45-15 plan is definitely liked by elementary people for a variety of reasons, primarily the defense that 15 days of vacation decreases the loss of learning and that younger children appreciate frequent vacations of shorter duration.

When a program originates in the secondary division of a school district, however, a 60-day quarter plan is preferred. Secondary students have career, recreational, occupational, or vocational needs, best served by a larger block of vacation days.

It is strongly recommended that any district contemplating year-round education be cognizant of the values of both plans. A K-12 evaluation must be made at the initial point of commitment, even though only half of the grades might be involved. One might consider a 45-15 plan for K-6 or K-8 and a 60-day plan for 7-12 or 9-12. As both equal a total of 60 days per session period, this arrangement provides

some help to logistics. In all cases, a family could take a three-week vacation with all of its children legally absent from school. The child in the lower grades would have fifteen days, while his older brother or sister would have sixty.

Master schedules present no problem. The establishment of bus routes, with economic safeguards, would be a matter of concern. Also, keep personnel and negotiations factors in mind.

Has the board of education committed us to an extended school year?

If the plan is mandatory, the answer would be in the affirmative. Under a voluntary arrangement, the answer would be a different one. In the latter, the board would have directed that an attempt be made to implement such a program. No referendum is really necessary in this case. If the public is fully informed, it will register its support or lack of support. With even a minimal but practical numerical response in the first or second year, success is predictable over a given period of years.

Growth, by numbers, is to be expected in the embryo stages of the operation. Leave the decision to register for the summer operation to the students and parents, and less emotional, restrictive or conservative attitudes will be noticed.

Will this program save building costs now or in the future?

Under a mandatory arrangement, this feature is more obvious. A voluntary situation requires a period of years until such time as the optimal will occur, three-fourths of the students in school while one-fourth are on vacation. The key to this mathematical proportioning is the educational, recreational, and vocational attractiveness which directs one to summer quarter attendance.

In a district where a population increase is evident and recognizable to all, buildings or additions can be forgotten or at least minimized or put off for a period of time. Just how quickly this happens, again, depends on the percentage of student attendance per quarter of the year. Mandated conditions would best guarantee costs controls and/or savings, but agitate the community unless pressures are accepted by most as defensible to the mandate.

In a district that has no, little, or even decreasing student populations, building savings can still be affected. Old and inefficiently operated facilities exist in many districts. They become expensive to

operate, maintain, clean and support educationally. Where greater use of better buildings arises, a certain number of rooms — or buildings — may be phased out of operation. This action would be especially beneficial in some of our older and larger cities and would result in building savings and unified educational programming. It can serve as an agent for integration of peoples in a different fashion and result in the movement of grades to middle school, intermediate high school and other arrangements.

Will the change cause a big increase to the school budget?

One must first determine the meaning of the word *big*. Under any voluntary program, it can be safely assumed that the instructional costs will increase, while capital costs will decrease. A number of studies have been done. One district may predict a balance of increase in one area to a decrease in another in four years. Provided the educational program is greatly enhanced, a judgement of the worth of extra expenditures for the four years must be made. In another district, the time to break even may be seven to eight years.

As each district has its own unique characteristics, it is important to study one's own and not to apply facts and figures unrelated to the local situation. Just how many square miles does your district encompass? How many schools do you have, elementary and secondary? How far apart are they? What are the geographical characteristics of your terrain, roads, and climate? What personnel would now be employed for 12, rather than nine months? Is your program total district or only elementary or secondary?

This is only one question, but it requires a great deal of soul-searching, study and analysis.

Won't you need someone to give special attention to who goes to school during what quarter, who teaches what and when, what courses are to be taught in each quarter, coordination of family vacations, etc.?

The answer must be a "yes." School districts should employ a registrar or someone with another title to provide these services, normally known in the past as a college staff assignment. The building principal must be removed from the mechanics of operation and given an advisory relationship to allow for more turning of his attention to supervision of the instructional program. Be cautious that a single

building administrator doesn't play a unilateral and strangling note to a district enterprise.

The logistics of this assignment approximate a profession or a science of their own. The master-schedules require expertise and cost analysis. Accuracy and timing result in an effective program available at designated points of time. The involvement of the computer should be considered, especially the degree of use. Open or arena-type scheduling appears to be the better choice, allowing for immediate resolutions of scheduling conflicts by the students, who receive the benefit of subject counseling by department representatives, not merely a small staff of guidance counselors. Students are immediately in class, not losing days or weeks until all scheduling conflicts are resolved by a few staff members.

If effective, the costs of the registrar position would be easily erased by the efficiencies of operation, both economical and educational.

How long will the summer quarter be in terms of weeks?

If your state provides for fewer days by arriving at so many hours of instruction, the summer quarter may be fewer weeks in length than a quarter in the normally accepted school year. The "less" time does encourage attendance at a crucial initial period of implementation, providing August days for maintenance, football and band practice, etc.

The ideal arrangement would be to employ the concept of hours of instruction, rather than days, to each quarter in an equal manner. This practice arrives at the same result of turnaround time between quarters, provisions for football and other activities, shut-down for major maintenance, etc.

The direction a district takes is a matter of state law, dual-offering of summer school and summer quarter, and a multitude of other factors.

What legislative changes must take place to facilitate the year-round school?

There are several. One deals with the legal school year as determined by days or more preferably, by hours of instruction. As a number of students may accelerate graduation, reimbursement must follow actual learning days by the student and not be restricted to a calendar ar-

rangement of only so many days in a 365-day year. How does one offset inefficiencies of busing, lower pupil-teacher ratios per class, etc.?

The first districts piloting the year-round school concept have had to accept extra costs locally or to offset them by federal or state funds. This practice only buys time. As that which is learned by the earlier districts becomes the free information to those who follow, it is imperative that special funds be provided to the innovators.

How will this program affect athletics?

No subtractive influence should be anticipated. Naturally, students would be expected to be in actual attendance during the quarter and season of the particular sport. For instance, the football player must be in school in the fall, the swimmer in the winter, and the runner in the spring.

A number of sports may well profit. Baseball is played in the spring, when pitchers and players start practice amid the snows and rain of late winter and early spring. Games are rained out or played in less than desirable weather. This sport, as well as golf, tennis and track, could be offered in the summer quarter or be a second offering then, if retained in the spring. The latter, in large schools, would double the number of participants, an event which would be appealing to students and parents.

If these sports are offered in the summer, the competition would be different. In baseball, for instance, the team might compete in the American Legion League. If competition is foremost as an objective, whom one plays should be secondary. As one, two, or three districts field summer squads, other districts not on a year-round plan may well see fit to offer the same. The trend is predictable and fruitful.

Is it possible for a teacher to teach the summer quarter and to take one of the other three quarters off to go to graduate school, to travel, etc.?

Yes. Provided that a need exists for staff on a pupil-teacher ratio basis in the summer quarter, this arrangement is definitely possible. It is just as desirable for teachers to "opt" out, teaching the regular number of school days, as it is for students to do the same. The advantages of a graduate program other than in the summer are obvious. The cost of travel outside of June, July and August is less, cut to almost half in foreign travel.

Enrollment in the summer quarter is the key that determines whether staff can take vacations during other quarters. In its initial phases, the year-round school project will offer only minimal opportunities. These opportunities will increase as time and success result in larger summer quarter enrollments and the need of a number of staff members on a rather regular basis.

Does the entire family have to take its vacations at the same time?

No. If a family has four children, it may select to have one on vacation each quarter. If conditions at home or a family business dictate, this plan provides an even distribution of family effort to a common enterprise. In this way, all are available for one-fourth of the year and not available for three-fourths of the time.

Occupational and economic gains are evident and encouraging. Dropout rates should be positively reduced because of less encouragement to do so. The lower the economic status of a community, the more this feature becomes a plus for year-round education.

Is this an experiment, and do you think that it can work educationally and economically?

It should not be regarded as an experiment, as it truly isn't. Students have been attending summer classes for years. The structure changes, but this was done effectively in a number of locations about the country, at the turn of the century and during the presentations.

How economically solvent it is depends on local characteristics, plus a lot of good planning and execution. Some districts should never contemplate going it alone. Others may approximate a savings or balance of expenditure in time. If the program doesn't improve upon the educational, a pure economic approach to year-round education questions the wisdom of involvement.

In brief, year-round education must result in an improved educational product and program at minimal or no increase to the public. This approach is the only realistic one to take. Philosophical or idealistic excuses for year-round education with risks of economic increases of frightening proportions are not valid reasons for the implementation of the program. Such approaches almost doom the concept at the crucial time, the outset.

Will any kind of survey be taken before determining if the program will be started?

Yes, it must be. It is written in a text on the subject that if one wishes failure, he should just submit a questionnaire. If a program is voluntary, this can't be the case. In a mandatory situation where a definite action is taken by a legally constituted body, it may be true.

The issue is two-fold. When does one submit a questionnaire and what will it contain?

The obvious answer to the first part is to submit it only when officials have completely disseminated all of the information possible, so as to receive "no" and "yes" based on knowledge and not as a result of lack of it. Many nights at PTA's, civic groups, faculty meetings, or TV and radio, must be devoted to a canvassing of the community involved. A check-point approval and commitment of the board is highly desirable before the release of the questionnaire. Dependent on the result of the questionnaire, a back-up of confidence and a sense of fairness to the people whom the board serves play an important part.

The questionnaire should be as explicit and to the point as possible. It should relate only to the data required for further analysis and be readily constructed for data gathering. Students and parents' participation in its completion should be reflected in its approach, as the family unit is at the heart of the information sought.

Correlations among responses and respondents help determine the past as well as speculate upon the future. Weaknesses in dissemination may also easily be verified.

What courses will you offer during this first summer?

It is most desirable to offer as many courses during the summer quarter as during any other. For simple reasons of logic, however, this can't or shouldn't be the case. The enrollment during the first, second or third summer quarters will be disproportionate to others. Therefore, for pupil-teacher ratio and related costs, wisdom of course offerings must be applied.

The best approach is to encourage summer quarter students to select the more commonly desired courses, than the more singular ones during the other quarters when the enrollments would be larger. With lead time, proper consultation with teachers and guidance counselors, and dynamic and recognizable administrative leadership, this plan can

be accomplished. With the best efforts put forth, however, one can safely predict an increase per student per instructional hour during the first summer of operation.

The questionnaire should be distributed in such a fashion as to insure the greatest possible return. Any analysis of the results should be considered public information and released to news media as an example of open communication on a topic of local concern. Anything less could be considered subversive activity and will undoubtedly be reviewed as such.

Will we have graduation every three months?

How many graduation exercises are held each calendar year is a local option. In large schools where 1,000 students graduate in one ceremony, two or three events would be more meaningful. Names of seniors could be read. The exercises could be moved from the football stadium to the auditorium. More students could participate from the platform, etc.

The number of ceremonies should not restrict the school from issuing a letter to a student at the end of any quarter that he/she has completed graduation requirements. This document would satisfy any employer and student, and the awarding of the actual diploma could be merely a physical act to take place at a given time and place later in the school year.

One should also recall that two graduations a year were a practice followed in many school districts through the late 1940's and early 1950's. To establish two such events would be to recycle present traditions with the old.

Would a student be able to take only one course during the fourth quarter to broaden his background?

Yes. In this way, the student could use the summer quarter as a supplement to the three that have already been or will be attended. Actually, this situation is similar to a summer school arrangement and benefit.

The reverse is also true. As a student fails a subject of only 60 days' duration, and not 180, it is possible to use one course in the summer quarter as a means of erasing a deficiency. This fact is a savings both in economics and of a personal nature. Attitudes of failing students can be

bettered, and the students are granted the opportunity to catch up and to keep up with peers at an economic savings to the district.

Can driver education be taken during the summer quarter?

Any subject which is part of the total curriculum can be offered, but whether it is or not should and must depend on the economic controls that the district wishes to apply. A broad curriculum for a small enrollment always increases instructional costs.

Is it possible for a mother of three children to take all on a vacation with one in junior high and two in elementary school?

This desire should pose no problem. If the district has a K-12 year-round school operation, it is merely a matter of pre-planning. The same 45-15, 60-day quarter or any other plan doesn't restrict the coordinated vacation potential. Should the elementary be on 45-15 and the secondary be on a 60-day cycle, the family still has a common non-school period of 15 days, or three weeks.

In such districts as Butler, where the secondary alone was committed to year-round education, the Pennsylvania Department of Education was most helpful. If the junior high student attended the summer quarter, "opting" out another, his younger elementary brother and/or sister would be legally excused to vacation with him at a later date.

First, this arrangement has to be recognized as a compromise permission in a transitory time. Secondly, the family unit's need to do things together has to be defended. Third, the absence of children from school for several weeks' vacation is not new to school people. Lastly, this situation would be no different from allowing a student to return to school after a two or three-week bout with an illness or an accident.

The common response to how long families vacation together is always two to three weeks. The K-12 involvement of a district is the most desirable condition, however, not only for reasons of family vacations, but for others, as well.

If a present junior has earned all but one credit for graduation, is it possible for him to gain that credit this summer and not have to return to school next year?

Yes, this is no different from a student's attendance in the summer

school program of the past. The fact that the student is only one credit away from graduation warrants a conclusion that requiring full-time attendance for a full quarter, or worse, full year, would be negative thinking.

Hopefully, the student has a valid reason for having accelerated to that minus one credit situation. The involvement of all staff in such matters should precede this time in a student's career. Perhaps the student started school late for reasons of illness. If so, year-round school permits catching up with an age group and peers. If a student failed a year along the way, then his junior status should not be considered equal to calendar years, for he or she actually has twelve years in school. Calendar years and school years are not necessarily the same in measurements of time. Twelve years of education are not the same as 12 years made up of nine months of schooling.

For years, we've been permitted to invoke early admissions to college for some students. If a young man or woman has the maturity, intelligence and desire to pursue a college education of seven or eight years, we can save him or her a year of life before entry into a profession of law, medicine, ministry, etc. The need here, once more, is counseling of the individual student and an evaluation of the reasons for acceleration by calendar years.

Have administrators considered the problem created by having the job market glutted by early graduates or by having 16½-year-olds out of school, no job opportunities, etc?

Although a small number of students may justifiably be defended in graduating early by calendar — not school — years, the acceleration of other students to a vacuum of post-school job opportunities is to be discouraged. Students, like teachers, should be encouraged to attend as many days per calendar year in a year-round operation as in a traditional year setting. High school graduates of too young an age with no valid reason for acceleration to a diploma must be cautioned on early admission to the job market for the many apparent reasons.

If economic gains are part of the reasons for year-round education, all year-round attendance results in no appreciable per day savings in school facilities. Remember that the year-round school concept embodies educational gains with proper economic relationships.

Is it possible for a student to take back-to-back quarters off for vacations?

A junior high student first raised this question. Incidentally, this age group is the most flexible, imaginative and receptive to the topic. Senior high students tend to be set to a pattern, rather sophisticated to a plan prescribed when they were in junior high, which is understandable.

A first tendency is to say "no." This trend should be guarded against, however, in favor of thinking upon the question, and the larger possibilities that year-round education provides. If a student attends three consecutive quarters in one calendar year, he may choose not to attend the fourth. In the next calendar year, he may choose not to attend the first quarter, but to attend the three that follow. A student should not be required to vacation the same quarter each year, but, the question of two consecutive quarters or 120 days must receive an answer. Once more, counseling and rationale are involved.

If a student wishes to spend six months in Spain with an aunt, wouldn't this be valid, educationally? A student incapacitated because of illness or accident may recuperate completely before returning to school. Isn't this better than homebound instruction, and doesn't it save money and put the student's health first? Would an excellent vocational or career opportunity for a student warrant six months off in lieu of three months so occupied, then back to the classroom? Isn't the question "why" enough and the law regarding attendance satisfied in each of the two calendar years?

The caution to be applied is that permission should not be granted if the student does not have a valid reason for the six month stay from schooling. Lying around the house or walking the streets certainly are not sufficient reasons for the request to be honored.

As promised, the questions move from one arena of thought to another. Answering them provides a challenge and also a stimulus to acceptance of the concept of year-round education.

Ed12

Questions and Answers Part Two

Year-round educational planning is a vehicle of change in many districts, and wise educators should take the opportunity to promote sound, but innovative change. History records little of earlier YRE attempts, but some data or information does exist. Some of it, unfortunately, is not so much a matter of record, but of memory and reflection.

Are the school officials aware of any schools which tried the ESY (YRE) program and went back to the old way? If so, why?

At the turn of the century, a school district did operate a year-round school program, but dropped it later because of costs. In Aliquippa and Ambridge, Pennsylvania, year-round education did exist during the Depression years in order to provide education for more children without increasing school facilities. The plan was dropped at the end of the Depression, and the districts returned to the traditional school year. Ironically, the plan was successfully designed solely for economic savings and dropped, but before its time.

It is interesting to note the two illustrations given. One district found it to be expensive. The other two found it economical but unnecessary after a proven period of time. These point out the importance of a thorough local appraisal of educational objectives and economic costs affected by district characteristics.

Currently, literature lists a growing number of school districts using a year-round plan. The number increases and the enrollment of students in those districts is now in the hundreds of thousands. Just what success any one of them is having is a matter of individual contact or visitation. Some have saved money. Undoubtedly, a number have put off or completely erased need of extra facilities. All, hopefully, have a much better educational program, prudently financed and otherwise profitable to the students and to the community.

Can students go all year?

Provisions are available. If the student attends all year, graduating in the normal number of calendar years, district costs have been increased. Does the state provide proper per day financial support for students whose early graduation is approved? For students with learning problems or desiring enrichment, but not acceleration, this may be money well spent. Each district must draw conclusions unique to the local situation, objectives, tax structure, and overall budget. Let "outsiders" pose options, but depend on local officials for the answers and final decisions.

Do we have to take a vacation?

Dependent on the reasons why people wouldn't wish to take vacations and the district's concern for over-expenditures, the answer could be a "yes" or "no." Year-round proponents are often criticized as wishing to "burn out" or to exploit students and staff by full-year attendance. This theory isn't true, as the desirable arrangement is for both to attend school and to teach the normal number of days per year, with an option, for ample reasons, for more than normal participation.

How will this arrangement affect co-op or work-study students?

If anything, it opens up the program. Now, instead of only 180 days of such profitable experience, we can provide 240. Another twist is to have a student attend school for three quarters, "co-oping" full-time

during the fourth. In the latter arrangement, by proper scheduling, four students can benefit from one available job opportunity. This situation is alternative education at its best. It serves four times as many students, decreases the per day enrollment of the school, and allies the community and school in a common educational endeavor. These advantages apply to career opportunities as well as to the vocational and are related in the co-educator questionnaire and its results.

Will teachers teach all year round?

Dependent on need, a small number may volunteer to do so. Teachers often need to supplement their income and seek summer or extra employment of some type. Isn't this the best sort of employment and most appropriate for what they're prepared to do? Doesn't this enhance the annual income of the teacher and satisfy salary needs? Recall, however, that staff needs should be dependent on summer quarter enrollments and not a fixed number disregarding pupil-teacher ratios, costs and a properly offered curriculum.

Who is going to teach those quarters?

At the outset, the question relates more to the summer quarter. As needed, staff positions should be identified. Since the curriculum changes and can't approximate what it is in other districts, specially interested and competent staff must be considered. Employment of teachers from outside the district or out of the normal subject areas can detract from the quality of a program, thereby, affecting it in the minds of students. Appraisal of special talents must play a role and will result in negotiations and associations' presentations.

When does the program start?

It should start only after a total curriculum revision has been accomplished and after a positive response to a questionnaire has been received. Hopefully, the starting date will be five or six months after final commitment; the time is necessary to put all matters in proper perspective, to amply counsel and to disseminate on a specific basis. The year-round school program begins with the summer quarter, which should be regarded as the first of four in a school year. Attendance in a summer quarter, naturally, must precede an "opting" out of another.

To permit absence of a quarter without prior summer quarter of attendance would be to circumvent required attendance laws, to say the least.

Why can't the elementary schools be on the same schedule?

They should be and have overlapping benefits, or have temporary legal absence so that families may vacation together.

Is it going to be in the elementary schools, too?

If a district hasn't gone K-12 or provided an accepted arrangement for the same grades, this question will always arise. That's why it should be answered quite early or it becomes a dividing factor of consequential negative impact on the best of planning.

How long will the day be in the summer quarter?

It is possible, by the elimination of study halls and other noninstructional periods, to offer the same number of instructional hours in a shorter day. Open up the school. Permit students to arrive when they have classes and to leave when they're finished. This schedule makes the day more individualistic and more palatable to the students, thus complementing the year-round attempt. Registration, under such circumstances, is assured to be higher.

What is going to be the cost of added teachers for the summer quarter?

In districts where consequential summer programs were offered in the past, there may be little or no increase in cost. If reimbursement follows the full-time attendance of students in the summer quarter, unlike part-time attendance in summer school, the cost will actually be less. Provided that teachers who teach in the summer quarter take another quarter off, and the pupil-teacher ratio is maintained, no increased costs will result. Legislative provisions for reimbursement for more days than normal in a given traditional year must also be enacted to offset acceleration costs, one-fourth of which would be borne at local costs. A lobby for such legislation must be active.

What will be the cost of air conditioning?

Older facilities, in many sectors of the country, will prove to be a problem. Newer facilities do include air conditioning or temperature control without year-round schooling. In districts where one or two

schools are air conditioned, the program can be compacted in them — an arrangement which is more economical as well as self-serving. A study might well point out that the air conditioning of a building, or even a part of it, is more economical than adding additional rooms or schools.

When one walks into a bank or supermarket, he is cooled by proper appliances. More frequently, schools are being so treated for attendance in the spring and in the fall, when, often, we face quite uncomfortable temperatures. Air conditioning may not be as large a problem as it originally appears to be on the surface.

Will we continue to have holidays?

If it is required that each quarter be 60 days in length and a district offers four per year, holidays can be observed, but in a more conservative way than with a traditional year. Students might have to attend school between Christmas and New Year's Day, for instance. The establishment of hours of instruction instead of days would reduce the total number of days required per quarter, thus opening up longer holiday vacation opportunities. Legislative change should be sought to liberalize school laws.

If we take the September, October and November quarter off, may my son still play football?

We would have to presume that he will attend the summer quarter. Even then, however, the answer should be "no." He may take any other quarter off when eligibility for a sport in season would not be an issue. To permit any player of any sport to vacation during the quarter when he participates in a sport would be to create an almost professional climate for him, in that he could sleep late, eat steaks, and play ball. Assuredly, any school against which he competes would raise more than an eyebrow to the situation. Athletic rules may vary from state to state, but they commonly state that a student must be enrolled in a full day of courses, that he must be passing all or most of them, and that he must be in school on the day of the contest. Although no rule may have been passed specifically applicable to YRE, these general rules speak for themselves.

Will the extended school year save taxes?

Yes, if all safeguards of pupil-teacher ratio, normal annual attendance, reduction of building needs, capital outlay savings, and proper legislation occur. Sticking to the issues of an improved program at proper economic levels will assure that. Wavering or conceding here and there can be detrimental and costly. Put the total program in the hands of an objective individual and guarantee him the complete support and cooperation of all. Set anyone straight who deters him from the desired outcomes. Make sure that no one inhibits his progress by passive resistance as was successfully practiced by Mahatma Ghandi. Doing nothing is the same as working against. The outcome is, unfortunately, the very same.

How does the professional staff look upon the extended school year?

Just how a staff looks upon the year-round school depends on a variety of factors. If a district has supported a summer school of consequence for a number of years for remedial, enrichment, or acceleration purposes, it has a decided advantage. If salaries for summer employment are commensurate with the hourly or daily rate of the regular term, expect another favorable attitude. Pro rata pay is to be expected by the staff and if not granted, negotiations, inhibitions and frustrations will be introduced.

Since a year-round program embodies fuller employment and larger annual wages, under all circumstances, negotiations will take a part. Seniority, rotation, selection of the staff by the local association, use of teachers from all grade levels, increases of sick days, etc., will all be introduced. The year-round school topic can actually become a pawn for economic gain or conservatism, not educational profits, if a group of involved persons is not careful.

Most staffs, after thoroughly understanding the topic, are in favor of year-round education. Officials should take every opportunity, officially and unofficially, to educate them to its characteristics. Assured job security, pro rata pay, vacation options, no immediate reduction in staff and on and on, the staff can be expected to play a "low-key" role which can be accepted as complimentary. The leadership of an association of teachers may or may not truly represent the concerns of its membership. This is an inherent possibility in any society wherein a few represent a large number on crucial issues.

If a student goes all year round, would he graduate early?

If that is the wish of the student and parents, it is possible. Guidance concerning justified reasons is important early in the full-year attendance habit. Aside from enabling the long-time collegiate student to save a year along the way, another college concern exists. If a student attends two full four-quarter years, he may satisfy graduation requirements by the end of what would be the fall quarter of his senior calendar year. By that time, in fewer than 12 calendar years, he has completed 12 years of education. He is available in the winter to enter college, when openings exist in excess of the September opportunities. Also, job opportunities are also available at this point of the regular school year, with much less competition than exists in June when huge masses of seniors flow into the job market from all schools.

If a student goes all year around and his sister who is a year older doesn't, could he pass her and graduate sooner?

Yes, this situation is possible, but not too probable within a family unit. It could also happen under normal school provisions, wherein acceleration occurs by attendance in summer school and more than normal course loads per year. It could also occur if one is granted early admission to college, substituting the collegiate freshman year for the senior year in high school. Graduation, under a year-round program, may take several forms with relationship to time. One may graduate with his class, or one, two, or three quarters early by the calendar, but not by years of education.

When we take our vacation, can we split up the months?

Yes, but only if the district is operating on the flexible school year concept. This plan is completely open to split vacations, not as a possibility, but as a fact. Under the 45-15 or 60-day quarter plans, semesters begin and end on the first and last days. To take a month off in each semester of the two plans would be to accept academic hazards of great consequence. Vacation is a blocked period of time as is attendance in school. Recall that vacation, now, is restricted to the several summer months. With a year-round program, one can at least enjoy an option of vacation dates under the quarter plan, or enjoy three weeks of vacation each nine weeks under the 45-15 concept.

Will year-round school increase the number of teachers hired by the district?

One must be careful in answering this question, because the answer is "no," but in explanation can appear to the contrary. If every class has a definite or approximate number of students per teacher, regardless of the mechanics that follow, no increase of staff will occur. A tendency to be liberal will appear, however, and if not guarded against, an increased cost will occur.

For every teacher needed for a three-month full-time teaching assignment, one should not be needed for the same assignment in another quarter. A teacher selecting to teach in the summer and to vacation in the fall, winter, or spring satisfies this equity. If staff is employed in the summer quarter and all year-round, while summer quarter students are out one of the three remaining quarters, increased instructional costs per student will definitely appear.

No staff member should be issued a 12-month contract until such point in time that a district has been so highly successful in the year-round operation that the future is guaranteed. In fact, a regular nine-month contract and a supplemental co ıtract for the summer quarter, as needed, is the only logical arrangement to be made. Let this provision be understood quite early by the staff and the community. Both will be relieved to know of the cautions to be taken and the reasons for applying them.

In the foreseeable future, based on definite and continuing success in a school district, one can envision three-month, six-month, nine-month, and 12-month contracts. A number of teachers will choose to teach for two quarters, or six months a year. Retirement, in many states, does accept that period of time. Illness, travel, o graduate school desires may also encourage it. Women who left teaching to have families will be available as three-month fill-ins. Excellent teachers, they will return to the classrooms with enthusiasm for the three months, motivating students and other staff members. The logistics of staffing are a primary concern, both educationally and economically. This is where the registrar, not the individual principal, asserts his abililties and measurements.

If a student takes off the winter quarter in one year, must he take off the same quarter the next year?

No. Career, vocational, and recreational experiences and opportunities may dictate different vacation quarters. Being open to different vacations, the voluntary aspect is more greatly defended for year-round educaton. Logistics of staff and other needs require pre-planning on the part of the student and the registrar. Back-to-back vacation quarters, as previously discussed, must be viewed for the obvious gains or losses that may be evident in such planning.

If the extended school year never takes place in our school district, is all of the activity and planning of the past several years wasted?

Obviously, some of it would be, if a district planned to go year-round and then didn't. Since the first consideration of the program is education, however, the planning of the several years prior to the possibility of going year-round should produce improvement. Curriculum revision is a must to prepare for the extended school year. Having achieved many good things through the revision, they should remain, whether a district goes all of the way or not. A study of curriculum revision as completed by a number of districts in or approaching a full year-round program should suffice to defend this position. Segmenting curriculum into 60-day packages results in a trimester system, if a district discontinues its interests in a four-quarter plan. What remains in that situation should be both quantity and quality worthy of the efforts and expenditures of the years in planning. Accepting this possibility at the outset is a challenge and an intelligent decision. Under a voluntary program, one must assume this posture, or the idea that the year-round school is mandatory will emerge. Then, neither curriculum revision nor year-round operations will have a chance of success.

If the district offers an extended school year this summer, and it is not successful, are we tied to continuing it?

Provided the judgement of success or lack of success is objective and all contributing or subtracting factors opened up to the "light of day," the answer must be a "no" to the questions asked. Failure should not breed failure, just as one would predict that a success will give life to greater successes. One is but obligated to do his best with what appears

to be a worthy enterprise. On the topic of year-round education, unless mandated, a district must accept a discontinuance of effort if the prognosis of the past and future experiences is failure or lack of interest.

What if no one signs up to go to school during the summer quarter?

That being the case, the idea of year-round schooling should be dropped. If the dissemination of information to the public has been thorough and exhaustive, and a lack of registration occurs, this is tantamount to a referendum from the people and should be so accepted. A rejection by the community is not to be misconstrued as a failure to present them with a good idea. Communicating should not be selling.

How many students do you expect to sign up for the summer quarter?

As many as would warrant the offering of a limited, but well attended selection of courses. Add independent study as a means of expanding course offerings without the establishment of extremely small classes. Have a definite number of students in mind, using flexibility of staff and other factors as criteria to arriving at an approximate number of students. Ask the local association leaders for their greatest cooperation until such time as the first summer quarter has been "a happening."

Will transportation be provided for summer quarter students?

Hopefully, the answer will be "yes." But, whether it is or not depends on several things. If the district does not receive its normal financial support for transporting students, officials must consider whether the district wishes or is in the position to accept the added costs. The size of the district plays a role. The larger and more intricate it is to travel, the greater the financial outlay.

If no assistance is available and the district is not in a position to accept full costs, transportation should not be offered. Certainly this will affect enrollment, but keep overall costs in mind. Not transporting to summer quarter is not too different from not transporting to summer school. Those people who live in the extreme corners of a district do have a legitimate argument, however. Their children deserve transportation three quarters of the year. They would rightfully regard the

summer quarter as one of the three and expect the same recognition of their children and the associated benefits of having paid taxes for certain services. Legislative changes must be brought about in order to settle this issue.

Will a student be told when he must go to school and when he must vacation?

Under a voluntary program, this would not happen. Districts will be challenged, however, with the thought that this isn't so, that the program is voluntary now, but that the board will mandate otherwise shortly. All one can do is to speak to the present and to a knowledge of what has been discussed for the future. Admit frankly that a board does have a legally constituted right to so dictate now, as well as in the future.

How will the extended school year affect teachers' contracts?

For the immediate or foreseeable future, in no way. Retain the current contract length. Employ for the summer quarter on a supplemental basis as needed. Contract additional staff during any quarter on a basis of need (pupil/teacher ratio). Anticipate attempts to employ current staff members on a 12-month binding contract, with the future quite unknown. Pay pro rata pay to treat staff fairly, and the issue is much less. Build a "body of faith" between the district and the local association by a frank, forward and honest discussion on the matter. Time and success are necessary ingredients to any change. A forced issue from either side of the bargaining table can result in a failure of the attempt. It should not be the "spoils" of negotiations. Let it be a success before clamps and conditions are forced upon it.

Will you try to have such extracurricular activities as a play or concert during the summer quarter?

The summer quarter, already at a disadvantage in the voluntary system, should be as attractive to enrollment as is possible. As one should desire an attractive and practical set of courses, it is also imperative to attend to the social and recreational needs and desires of students. Operate a snack bar most of the day. Use the out-of-door facilities for such unusual activities as picnics, intra-class ball games, swimming meets, and tennis and volleyball contests. The summer

quarter affords the opportunity for many activities not part of any of the other three quarters. Educate the students in a more beneficial manner. Have them more active, participating and happier than they would sense themselves to be in the fall, winter, or spring quarters. Summer quartering is an up-hill proposition. It can be successful, contributing, economically saving, and fun.

What does the program do to commencements, proms, etc?

No more than the district desires. The larger the school, the more reason to have two of many events before held only once a year. This arrangement reduces the number of participants, involves more participation, and increases intimacy and one-on-one relationships. Four quarters a year mean four courses in vocal music are offered. Each should end with a concert. More vocalists appear before the public, thereby growing and maturing immeasurably. A greater number of parents are pleased. Greater gains per dollar spent are readily apparent. In a society that has developed largeness, we must find logical means and reasons to divide and to personalize. Whether a district goes year-round or not, the operation of semesters or trimesters offers great improvement in this area.

Is it possible for another school district to participate in our district's summer quarter, and if yes, how?

A district that operates a traditional school year of 180 days can profit. A student who fails one-half to two full credits may attend another district's summer quarter. Successfully passing the needed courses, he saves himself a year of life. Perhaps he might have dropped out of school. The sending district pays less in tuition for the summer quarter than it would have invested for a repeat year.

Other districts might well use another's summer quarter as a satellite. Having three similar semesters, one district could use the other's fourth quarter in lieu of their offering one. In areas of sparse population, only one district need gear up for the summer, serving as a center for neighboring districts. This plan saves money for the sending districts and helps the serving district arrive at proper economies of staff, course offerings, other services, etc. Distance of travel poses no problem due to the time of the year, so geographic problems become minimal. The success of county operated vocational schools serves as real evidence to the success of a satellite summer quarter offering.

What is the last date that a student can sign up for the summer quarter?

Hopefully, most registrations will take place early enough to assist in the proper planning of courses and staff. Late registrations should be accepted, but those students are subject to what has been decided, rather than having had some impact on what was to be offered.

Will all of the teachers be teaching all year?

Hopefully not. This has been discussed in part by several answers preceding this question. If all teachers teach all year, and the student population hasn't grown by one-third, then a definite overall instructional cost increase takes place. It is doubtful that all staff would want to teach all year, as it is equally doubtful that all students would wish to attend all four quarters.

Will the summer quarter time be the same as in the daily school now or will it be different?

The summer quarter day could start earlier. If air conditioning is absent or limited, this practice should be encouraged. The day then ends sooner, allowing for work or recreation. Eliminate study halls and other noninstructional periods. Apply the state law that permits fewer days, but the same number of instructional hours per day as in all quarters. Pennsylvania enjoys Act 80, which interprets 180 days as 900 hours of instruction in the elementary and 990 hours in the secondary as an equivalent. If no such law or regulation exists in a state, districts have need to bring it about.

Could a student go to school a full year, then take a year off?

This is rather doubtful, unless reasons of health would so dictate. The absence from school for two quarters, or 120 days, is a possibility. As stated earlier, apply guidance, wisdom, and open-mindedness.

How will teacher vacation plans be changed?

As soon as opportunities permit, staff members will exercise the quarter option to a great degree. Reasons will include foreign travel, seasonal recreation, graduate study, family vacationing, etc.

Will districts have such special classes as physical education, music, etc., in the summer quarter?

A curriculum includes all subjects offered by a school. Provided enrollment warrants, these courses should be offered in the same vein as one would offer English and mathematics. A summer quarter should be as equal to any of the three other quarters as is economically and educationally possible. In fact, if it can be, it should be better so as to attract greater enrollments under a voluntary condition.

What credit can a student earn in summer quarter?

Just as many as can be earned in any quarter. This is a full semester not a mini-mester or summer school.

Will a student taking the summer quarter be permitted to take a two-week vacation?

During the quarter, the answer should be "no." By using good planning or involving hours of instruction in lieu of days, several weeks in August should be made available for vacation, band and football camps, major maintenance, administrative details, and for many other reasons.

Why couldn't the quarters be with the calendar year?

They can be and perhaps will or should be in the future. When a district first starts out on a year-round cycle, it inherits a traditional calendar which lacks the dates of quarters for a period of time. By encroachment each year, a few days at a time, it is possible to bring the quarters around to an agreement with the calendar year. A second consideration exists in a situation where one district among several is embarking in a year-round program. Occupational opportunities are desired by many high school students and do provide definite educational, economical, and sociological advantages. If the one district concludes an attendance period later in June, its older students would be pre-empted from summer job possibilities. This fact would hardly please them or their parents, and would be detrimental to the concept of year-round schooling. It's best to stay as equal as possible to other districts until success, programming, and continuity are assured.

Wouldn't it be better to have ESY (YRE) on a mandatory basis?

For reasons of economic control, proportionate services, balances of

staffing and enrollment, etc., the mandatory situation best serves a district. When emergency or crisis situations exist, the members of a community might well approve of this system as a permanent or temporary means of satisfying perplexing problems, growing populations, minimal facilities, and unwanted increased costs. School boards may predict more efficient dollar costs per child for capital and instructional reasons while enjoying the most conservative budget possible in current times. If the conditions for agreement do not exist, however, and if growth is gradual over the years, the local populace is much less prone to accept a mandatory arrangement. Each district must face a voluntary basis with all of the built-in problems of improving the program, encouraging summer quarter attendance, etc., without economic disregard.

This chapter and the chapter which preceded list many of the actual questions which arise in a community when it is presented with the possibility of year-round school operation. Hopefully, the answers are explicit enough to be helpful to those dealing with the subject. In no way should these questions be considered as all that might be asked. Each presentation on the topic elicits new questions from different perspectives.

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The Butler Experience In Retrospect

The first real thought that the Butler Area School District might consider going year-round was introduced to the superintendent and the total board by one of its members. Having attended an educational meeting in Florida where the topic was discussed, he proposed it as an alternative to building an intermediate high school. The total 7-12 student enrollment had far exceeded the capacity of the two secondary schools in the district.

To avail ourselves of immediate information, we asked Dr. George Thomas to make presentations to the administrators of Butler County, to the Butler Area School Board and to the staff of the district. News media covered his presentations in subject releases on the topic.

We next attended the First National Seminar on Year-round Education held at Fayetteville, Arkansas. A number of excellent presentations were heard by the several Butler Area board members and administrators who attended. Subsequent meetings were attended by representatives of the district over a period of years, including one in Denver, Colorado, and one in Cocoa Beach, Florida. At one point in our progress, we were the presenters at the Second National Conference on Year-round Education held at Harrisburg, Pennsylvania.

Personal Visions

The value of on-site observations can't be stressed enough. Having concluded rather early in our deliberations that the program of instruction must first undergo revision, and that we would only consider a voluntary plan, which meant going ahead with building plans, we did some valuable touring.

Visiting Fulton County, Georgia — the site of the well-known program guided by Reid Gillis — proved extremely beneficial. We were privileged to have his counsel, to meet with the people who headed up the departmental assignments, and to draw conclusions of our own.

To help our staff gain understanding early, Reid Gillis and two department chairmen did visit with our teachers in Butler. Presentations and informal discussions were provided then by them, and on many occasions, over the years, by our own spokesmen on the topic.

Members of the administration and board visited Valley View and St. Charles, Missouri — sites of the successful implementation of the 45-15 plan. Twelve members of our staff, including representatives of teachers, administrators, central office, and maintenance revisited Fulton County, Georgia.

Naturally, these visitations took place over a period of time, after decisions had been made to continue with the building program and to direct our attentions and efforts to curriculum revision, leading possibly to a year-round program of a voluntary nature. Actually, it was good that it took such form.

Inquiry

We found many people, both professional and in a lay capacity, who had considerable knowledge to impart on the topic of the extended school year. Research and personal contact were most important and contributing. We gathered information and obtained expert advice from persons who were both involved and learned on the topic. We observed that problems among the various states were quite similar and that problems or concerns reflected in our own writings had been listed by many others. Some answers were available, and a degree of attention had been paid to the values of the school year with respect to the student and his learning. The latter constituted our first priority in year-round possibilities.

Approach

The need to involve personnel, the superintendent, board, principals, teachers and students, was consequently indicated to us. Quite early, we found ourselves really getting involved in an inquiry on the extended school year with respect to our "own" district. Involving teachers was one of our first tasks, so we decided on structural department leadership for the first time in the district. This innovation was supported by Title III funds under a proposal entitled Planning Utilization of Educational Resources.

Through a series of meetings of an ESY Steering Committee, made up of department chairmen and representatives of the board and administration, meeting as often as two or three times a month, we began to ask questions of ourselves. Some of those questions were — What is a year-round school operation? Why would we desire it? What kind of organizational structure is needed? What impact does this have on the community? How does it concern the individual staff member and his teaching?

At faculty meetings, the extended school year was injected into the agenda as part of information and for free discussion. As the months went on, the degree of attention to the topic increased, and therefore, information about it took a greater deal of meeting time and was distributed in written form quite liberally. Also, dialogue with the association became a rather continuous matter.

Curriculum Development Approach

We underwent a series of meetings and held discussions on the extended school year, which developed into true departmentalization. It was realized quite early that the strength of any such project depended on the involvement, assistance and leadership of a number of people, preferably many directly dealing with the classroom. Our first summer activities were of a limited workshop nature, including the areas of English and mathematics, grades 7-12. Equally concerned committees of the elementary staff participated, and coupled with secondary, approached codification of courses and the understanding and application of behavioral objectives. They became important local resource consultants to later activities. The workshop was only two

weeks in length; the participants received stipends from ESEA funds.

All members of the workshop committees were encouraged again and again to lose their inhibitions and to think adventurously. At first they evidenced hesitance and timidness. But, in a short time, this was not the case. Participants found themselves writing furiously, thinking productively, and actually finding the need to reduce course possibilities rather than having difficulty in the suggestions of ideas.

Each chairman kept an informal diary of the workshop so as to provide a reaffirmation of what was done and how and also to serve as a handbook for other subject area committees that would begin work later. The surface was only touched, but the ground was broken. The anxiety of the participants was noticeable, and the hours of their contributions were beyond those for which they were compensated. The reports of the workshop findings and/or successes were put into a finished product so as to serve participants and other departments when school started in the fall.

In September, all staff members were briefed on the summer workshop experiences. Aided by a special grant of $100,000 for curriculum writing by the Butler Area School Board, we were able to revise all areas of secondary instruction. Added to by additional Title III monies, total curriculum revision was completed successfully in less than two years.

Curriculum Development

Every teacher in a department was given the opportunity to contribute thought and writings. As time progressed, however, the responsibility was passed on by the total department to a representative group. Having determined the number and names of the representatives at the outset would not have merited the confidence that arose by natural development.

A number of surprises occurred. Several normally quiet individuals overtly came forth as persons with good and strong ideas. Teachers with hidden special interests and talents were highlighted. A mixture of senior and new teachers on writing committees provided the best cohesiveness a department would wish. All but one or two teachers readily accepted the hourly stipend for curriculum writing, but the

association did begin deliberations on amount per hour for such activity.

The total result of the curriculum revision includes almost 800 courses of 60 days' duration, grades 7-12, over 70 percent of which are non-sequential. It is individualized and does provide non-gradedness. Advanced placement as well as slow paced math are equally included. Attempts between departments to combine or expand fields did take place, and interdisciplinary thoughts are now evident activities of the year. Costs for new materials did increase the budget, but tapering off is taking place. Scheduling is a new dimension, with answers provided or near. Reactions of staff, students, parents and the media indicate that we have a good, but lively curriculum to offer.

Down the Stretch

The telling of the year-round story began almost four years ago. Overshadowed by curriculum writing for almost two, and preceded by a year of inquiry, it had to be the focal point of the year before implementation. All sorts of opportunities were provided to relate the topic, and none were turned aside. In fact, inviting ourselves to be on the programs of Butler organizations was quite common and was the subject of a letter sent out over the general area.

The momentum increased to a climax just six months before possible implementation. Given the board's confirmation to proceed, we distributed a questionnaire to students and parents, as well as to potential co-educators. Results were most confirming. More than 350 students desired to attend the first summer quarter, and the majority of them planned to "opt out" one quarter of the year — without district-provided transportation. Note that most would have been the purest or most desired type of summer-quarter student.

A month later, the board decided to add transportation. Some members of the community had requested its addition. A second, supplemental questionnaire — which is to be guarded against — was distributed, and the interested number then rose to almost 450.

Unfortunately, the board reversed its decision to add transportation to the summer quarter at its next regular meeting in March. Just what number we had then, no one could determine. Added guidance counselor time, supported by Commonwealth of Pennsylvania funds,

was given to stabilize the registrations. Confusion did exist, but earnest efforts were being made to put matters back into perspective.

The board faced a grossly enlarged budget. For that reason, two months later, it decided to drop all summer employment inclusive of painting, music, recreation, summer school and summer quarter. The situation was changed a week and a half later, however, by a decision of the board to offer a limited summer program including the summer quarter. Again, very hurried extra efforts of very personal guidance were involved.

Postmortem

The summer quarter was held on an abbreviated schedule of 40 not 60 days, by virtue of the application of Act 80. Classes included by special arrangements both summer school and summer quarter students. Course offerings remained the same; but smaller than originally indicated registrations did, undoubtedly, cause a high per pupil, per instructional hour costs increase. The expenditure was attributable not to poor planning, but to human behavior in reaction to reversals of opinion.

The following constitutes the final summer quarter report, which serves us well in evaluating success in predicting what the future holds.

Results of the Survey of Fourth Quarter Students and Their Parents

Ninety-two full-time students attended the modified eight-week summer quarter which ended August 3. Guidance personnel held individual conferences with those students and talked with their parents and guardians to gather reactions to the summer program. Students filled out questionnaires as part of that survey.

With few exceptions, both students and parents reacted favorably to the summer quarter and expressed the hope that it will be continued. Counselors also recommend, as the result of their survey, that the Butler Area School District continue the summer quarter.

Below is a detailed summary of the responses gathered by questionnaires, individual conferences, interviews and telephone:

I. Reasons students gave for attending the summer quarter are listed in order of frequency of response:

A. To accelerate graduation (far outweighed all other reasons).
B. To make room for additional subjects (electives, enrichment) during other quarters.
C. To take off some other quarter.
D. To make up work.
E. To lighten course load some other quarter.
F. To catch up with class seating or graduation requirements.

II. Students electing to take off some other quarter listed their preferences in the following order:

A. Winter
B. Fall
C. Spring

III. Those taking off some other quarter had a variety of reasons for doing so:

A. To get a job.
B. To attend a trade school.
C. To go hunting.
D. To vacation with grandparents, other family members.
E. To enter the service sooner.

IV. Approximately 20 students expressed an interest in a career opportunity in the following areas:

A. Mathematics
B. Banking
C. Veterinary Medicine
D. Social Work
E. Welding
F. Engineering
G. Nursing
H. Psychiatry
I. Electronics (computer)
J. Music
K. Geology
L. Archaeology
M. Cabinetmaking
N. Law Enforcement
O. Store Cashier
P. TV Repair
Q. Receptionist
R. Data Processing
S. Fireman

V. Parents generally considered the summer quarter a good experience. Their comments, both favorable and unfavorable, are as follows:

A. Favorable comments:

1. The possibility of graduating early was acclaimed by a number of parents.
   a. Daughter's transfer to another school will now be unnecessary for a family moving out of the district.
   b. Work opportunities are greater.
   c. Students going to work a year to earn money for college.
   d. Students can enter college sooner if they wish (especially helpful to those facing long years of training for particular professions).
   e. Students entering district from another state can graduate more easily.
   f. One student a year behind his class can now graduate on schedule.
   g. Student planning marriage is encouraged to graduate first.
   h. Son previously planning to quit school is now planning to graduate.
2. Smaller classes are definitely beneficial.
3. Students can compensate for having done poor work earlier.
4. Students without jobs are able to keep busy.
5. Students are more interested in school, and are learning more than they did during regular terms.
6. Students are able to take subjects they couldn't otherwise take; some of the subjects are needed for college.
7. Summer quarter doesn't "spoil" the whole summer; there is still time for fun.

B. Unfavorable comments (isolated — one or two parents):

1. There is no lunch period, but parent still hopes there will be a summer quarter next year.
2. Lack of transportation was a problem. (Most frequent criticism)
3. Early graduation may not be a good idea, but those who questioned it still felt the decision belonged to the student.
4. Longer class period with supervised study (as in old summer school program?) was a better idea.

5. Progress report, or lack of one, was questioned.
6. Program should be dropped if it's too expensive.
7. Students shouldn't go to school all year.
8. Students attending the summer quarter were not assigned lockers.

C. Quotes and suggestions from parents:
1. "Education is the best way to spend my tax dollar."
2. "Advantages far outweigh the transportation problem."
3. "This is the nicest thing the schools have ever done."
4. "A good school experience" — conclusion of a parent who opposed the program at the beginning of the summer and now favors it.
5. Career opportunity program should be pursued.

VI. The majority of students also considered the summer quarter a good experience. Their comments, again both favorable and unfavorable, are summarized below:

A. Favorable comments:
1. Having a variety of subjects is more logical than having only one subject as in previous summer school programs.
2. Smaller classes which are shorter in length proved a big improvement over previous summer sessions.
3. Classes are equal in quality to those in other quarters; just as much learning is taking place.
4. Teachers are nicer; they want to be there, and so do the students — fewer troublemakers.
5. Smaller classes make it easier to become acquainted with classmates; more individual instruction and student participation are possible.
6. Absences are recorded just as they are in other quarters — an improvement over previous summer programs.
7. Early graduation permits an early start on college education.
8. Summer quarter makes it possible for a student to do independent study and take more courses during other quarters.
9. Eight-week length and not having to go entire day are plus factors.

10. Quarter allows freedom of choice concerning vacation.
11. There is still time to do the normal summer vacation things.
12. Required subjects can be worked off to make room for subjects involving career interest.
13. Idea of having no study halls is a good one.

B. Unfavorable comments (isolated):

1. Summer quarter wasn't scheduled properly; there would have been more students attending if plans had not been changed.
2. There was not enough time for lunch.
3. Not enough courses were offered; better planning is needed.
4. Classes were 10-15 minutes too long.
5. Transportation wasn't provided.
6. Some classes were boring; some teachers could have done more with their subjects.
7. Lack of students in some classes hindered discussions.
8. Not enough sequential courses were offered.
9. Some teachers hadn't taught their subjects before; they lacked necessary background.

C. Quotes and suggestions from students:

1. "This is a good program."
2. "I prefer the summer quarter over the summer school."
3. "If the quarter is offered next summer, I'll be coming."
4. "I was able to graduate." (Student had dropped out of school in 1970 — returned for summer quarter.)
5. "This was a good experience."
6. "It makes me as a student feel better, as if I were gaining more from courses." (Concerning smaller class size.)
7. "When sequential courses are offered, the second step should be available in the fall quarter, the third in the winter quarter."

D. Miscellaneous information concerning students:

1. One student, confined to a wheelchair, returned the summer quarter for her "first classroom experience in five years." She had been going to special classes outside the district.

2. Another student was grateful for the smaller classes and announced happily that she can now swim and dive. She had previously been afraid of deep water.
3. A girl who had been on homebound instruction for two years felt able to return to school during the less crowded summer quarter.
4. Another student who had dropped out of school a year ago decided he wanted his diploma. He found it less embarrassing to return to school during the summer quarter.

Conclusions

For all intents and purposes, the program was highly acceptable in all but numbers in attendance. It is recommended that our district and any contemplating the year-round school concept avoid such reversals of opinion at a crucial time and after such monumental preparation and planning efforts have been successfully taken.

Ed12

Potpourri

No matter how precise, concise or categorical one attempts to be in either writing or speaking — especially in conveying such a topic as year-round education — thoughts, ideas, twists or concerns arise from all corners. Describing the program as an octopus isn't to be taken as alarming. Rather, it's mute evidence of the largeness of the subject and all factors attendant to it.

Building Additions or Construction — This aspect is to be studied thoroughly in an exhaustive way. Excellent feasibility studies and costs projections do exist. Make them available to yourself and apply local statistics to the conclusion of results and recommendations.

Sabbatical-type Benefits — If a teacher elects to teach the first three quarters of one year, he might vacation the last. At the outset of the next year he might vacation the first quarter and teach the remaining three. In this way, he has had back-to-back vacation quarters or six months, yet has taught as per his contractual agreement for two calendars. To vacation, to recuperate or to work off a graduate degree, he hasn't lost a cent of income. In turn, the school district has saved the typical half-salary of a sabbatical year.

Student Population — The year-round school program can work effectively in districts if the enrollment is increasing, remaining the same, or actually decreasing.

Contracts — Retain the normal contractual structure, employing on an as-needed basis, but at a pro rata rate. Anticipate negotiations before they are implemented. If approached unreasonably, they could be the proverbial straw that breaks the camel's back. They can add support to the pessimistic view on year-round schooling.

Acceleration — Guard against an unreasonable number of students who wish to graduate early for somewhat unsubstantiated reasons. Acceleration is good for some, but less than that for many.

Effects on Students — Results of studies indicate that involvement in summer activity has no detrimental effect on students. Full attendance for one or more years should merit scrutiny and evaluation, however.

Costs — Study very closely the increase of instructional costs versus actual or projected decreases in capital outlay. Otherwise, the district will be educating the same number of students at the expense of an increased overall annual district budget.

Special Services — Anticipate a growth of expenses in this area, regardless of prudency. Attempts to receive year-round contracts will most assuredly occur.

Achieving Economy — Initially, costs will reflect an overall increase. With success and proper attention to a number of factors, however, a number of districts will save through lower building costs, the purchasing of fewer texts and less equipment and decreased janitorial and operational expenditures.

Maintenance — Applying the practices and principles of business and industry, this item is not to be considered as a problem.

Curriculum Revision — Without major changes and improvements, the year will just be longer in its present form. Expect to spend monies, initially, in this area. Adopt whole or parts of similar curriculum already in use by districts employing the year-round concept. Don't just take a course of a normal year's length and divide it into thirds.

Computer Scheduling — Don't rely solely on the computer. It can only produce on a par with the quality of information put into it. Be cautious about time loss, e.g., students held out of class until schedules are corrected. Don't permit a single administrator to have a negative influence because of his lack of knowledge or application. He may be detrimental to countless students, staff members and the total program. Consider arena-type scheduling as part of the procedure; use the computer for demand tallies, conflict matrix and printouts of class lists.

Mahatma Ghandis — Administrators or board members lacking imagination, adaptability, adeptness or sympathy with the idea can most decidedly slow down or stop needed progress. If a district is committed to try the concept, identify the passive resistance wherever it exists and correct it.

Teacher Unions — As operating four quarters a year is most difficult under most school year calendar arrangements, and hours of instruction are desirable in lieu of days of attendance, guard against using such language as "days of instruction" in the negotiated contract. Spell out days of employment and not how they are to be used. Also, be alert to attempts to have remunerations of a shorter day made equal to those of longer ones, based not on actual hours but on classes one teaches.

Board of Education — An idea of an earlier board may be less acceptable after changes in personnel take place following elections. As year-round education contemplation covers a number of years, changes in the policy-making group will take place.

While board members should speak on all topics in education, it is recommended that they not take the chairmanship role because full-

time personnel are far better equipped to do so. Let it not be a temporary moment of glory for any one or two of them, a situation which could cause diminished support at a later and most crucial time.

News Media — Effective school management requires organized communication to all members of the school family and the community at large. Year-round education, not unlike any other program that requires community acceptance, must be researched, planned and properly communicated, especially to the news media. The communication element for public awareness must be built into the entire year-round structure — from early inquiry by the board through its ultimate instigation. Therefore, the district's school-community relations program should be properly geared for total two-way communications. Thus working with the news media in a straight forward fashion is an important element in the year-round program.

Top Administration — A change of the superintendent or top management at any time during the evolution of the subject has its associated problems. Knowledge is lacking. The new administrator may take a middle-of-the-road stance, allowing one of his subordinates to suffer from lack of support, concurrence and confidence. The one who suffers is the subordinate in this situation, much due to circumstances far beyond his control, while yet earnestly attempting to fulfill the obligations of an assignment given to him by the board several years earlier.

Attendance Reports — If reimbursement is not granted for students who attend more than the normal number of days per year, arrangements must be made to submit new kinds of attendance reports. A numer of students will elect to attend the summer quarter, opting out one of the three. Reporting days of attendance in two fiscal years, normally starting on July 1 and ending June 30, must merit changing of report procedures. With year-round education one inherits a school year of a new definition, the fiscal year and the calendar year.

Mandated vs. Voluntary — Cost savings can be best obtained under a mandatory situation. Districts not facing crises situations would hardly

impose the mandate upon themselves. Under the voluntary, anticipate a slower road to success, as well as increased costs due to inefficiencies.

Legislation — Laws must be rewritten to deal with attendance, hours of instruction versus days of schooling, reimbursement for students beyond the normal year for reasons of instruction and transportation and curriculum requirements.

State and Federal Support — Seed monies must be available to pioneering districts. The year-round school operation is inevitable in many districts in the nation. To overcome emotion, tradition and rightly expected problems, extra financial support is a necessity.

Program — Liberalize, develop options and electives, go into alternative programs, develop career education, allow independent study and competency exams, team-teach, design learning packets, and generally, develop a sound but new program of studies and a new curriculum.

Transportation — The smaller a district is geographically, the less transportation appears as a problem. But, with large districts, it and instructional salaries will constitute the largest portion of increased costs.

Enrichment — Finances now provided under a variety of state and federal programs should be permitted to go more directly to districts approved as offering meritorious year-round programs of instruction for enrichment and remedial reasons.

Pupil-teacher Ratios — Having developed an ambitious but much divided curriculum, one must carefully observe pupil-teacher ratios per class or per hour. The tendency will be to offer everything or too much all of the time. The result will be desirable low class enrollments, but much increased instructional costs. Be absolute, firm and prudent. Place the responsibility and authority in the hands of those who fully appreciate all of the ramifications.

Trailer Courses — In sequential subjects included in such areas as mathematics, business education skill subjects, science and languages, trailer courses should be provided within reason and according to the ability of teaching schedules to absorb them.

During one quarter of the year, a school might have six sections of the first quarter of a sequential experience in shorthand. During the second quarter, consider offering five sections of courses in the subject and one — the trailer course — in the first quarter segment. During the third quarter, numbers might permit only four sections of the third quarter, one trailer course in the second quarter, and one in the first.

Failed students, weak students and returning students must be given the opportunity to repeat, review or initially elect the beginning course in a sequential subject. This way, no one "sits out" a quarter, while others can catch up, and still others may start.

Where it is ill-advised to set up actual classes, independent study accomplishes the objective in another form with much less demand on teacher time.

Teaching of Sequences — It is not important to assure students that they will have different teachers over a year's time in such subjects as English and social studies. As each course is distinctly independent and self-contained, no direct continuity is needed. Despite the most precise efforts and planning, however, the same is not true in defended sequential courses. The same teacher should be assigned to the second and third courses in a sequential development of a skilled subject. This way, all students are more apt to proceed with the same background, foundations, emphases and learnings. Language may be the exception, where the pronunciation of words by different teachers reinforces one's ability to use and to understand a language.

Singletons — When a curriculum is as highly diversified as suggested, a large number of single course offerings will appear. In a four-quarter year, a course must be offered but two quarters to guarantee its availablitiy to a student who only attends three. Twice would be the minimum. Having other quarters which list the singleton reduces singleton problems, but does complicate the total number of courses for which a

staff is instructionally responsible. Develop a conflict matrix based on a demand tally as the first step, then be as flexible as wisdom, local contractual conditions, and understanding of the staff will allow.

PERT Model — Don't proceed or progress without a somewhat defined plan of operation, research, dissemination, study, analysis and recommendations. Excellent examples of applicable PERT studies do exist. Make use of what has already been done.

Conviction — Periodic reporting to the board is absolutely necessary throughout all year-round activity. At a point approximately six months before implementation, a very final, standing and firm decision to go or to stop must be made. Anything less than an absolute "yes" should cause a delay or the total dropping of the idea. Students and the general public should possess the greatest confidence of what is to take place. To offer them less is to treat them unfairly.

Credit Gathering — A tendency will appear to grant credit or fuller credit to a number of elective subjects. As a result, students will accumulate more than an adequate number of credits for graduation in shorter than normal time. Increase the number of credits required by the district for graduation. In effect, this will slow graduation down to the normally expected time, will encourage participation in extra rich expenditures, will not detrimentally reduce reimbursement, and will better utilize the students' and teachers' time during the school day.

Energy Crisis Possibility — With the advent of concerns for fuel used in heating and traveling during the demanding colder months, some support for year-round education may be forthcoming. By using the quarters of March, April, and May; June, July, and August; and September, October and November; December, January, and February would emerge as the off-quarter of the year. Fuel would be directed from travel and heating of school facilities and utilities to domestic and industrial use. Minimum space, presuming a voluntary program, would require less energy during the demanding winter months, and the program would gain more community understanding and support.

Senior High Overemphasis — The normal activities of the high school merit more overt attention from the community. Usually they include greater flexibility, more electives and wider selections of courses. As a result, the monetary support for the higher secondary grades may easily become quite disproportionate to the support of lower grades and subtractive to the almost equal investment that a district should place in all grades, both personnel and financial.

Prudent Flexibility — Offering all available elective courses each semester is too demanding for a computer to produce, causes too many indefensibly low teacher-pupil ratios per class, fragments the curriculum, and poses too many preparations per day per teacher. Only a percentage of all of the courses should be offered per semester. As a reasonable start, several courses in a subject area might be offered as one course, another three as a second course, etc. Determination of groupings isn't too difficult a choice. Fifteen social studies courses, for instance, could become five distinctly different courses, each made up of three parts. This design is controlled, but flexible curriculum, transitional from the traditional to the open curriculum. Such an arrangement satisfies the concerns of cost, personnel and scheduling, and qualifies as a possible permanent arrangement for smaller schools.

Ultimately, what a district expects to achieve by year-round education is but a reflection or tabulation of what the district put into it and what it allows to happen.

Ed12

Self-analyses

As a pilot check-lists things to do before, during and after flight, it is equally important for the district that considers a year-round operation to follow a similar procedure. Unlike the pilot who doesn't pull in his landing gear after setting down, however, the matter of time is not equally important. A number of the check-list or guideline items that follow are justifiably important regardless of the words *will you, are you, or did you?*

Initial Questioning

1. Are you prepared to support the revisions of the total curriculum within the time spans of the semesters for all students affected?
2. Is your intention to improve instruction?
3. Will you promote, develop and insure the maximum utilization of educational resources, inclusive of materials, supplies, facilities, programs and personnel?
4. Will you encourage the development of curriculum along the lines of more pertinent meaning to students and to current times?

5. Will you be concerned as to content, methods of instruction, scheduling changes, individualization of learning, and the assignments of grades and credits under more liberal terms?
6. Will you support the activity directed toward the possible and successful implementation of a year-round program?
7. Will you provide for the in-service growth of all staff members?
8. Are you prepared to disseminate information to all interested parties, inclusive of other school districts, institutions of higher learning, and various agencies and organizations interested in the cause of education?
9. Is there a need to serve increasing enrollments, to serve a stable one better or to eliminate undesirable classrooms from continued inefficient or ineffective use?
10. Is your desire to develop optimal courses in required subject areas and to increase the number of electives?
11. Do you plan to enrich the curriculum, diversifying to satisfy individual needs and interests and developing a multi-age level type of curriculum?
12. Do you hope to eliminate, reduce or delay dropouts?
13. Will you earnestly attempt to maximize learning, while moderating costs?
14. Do you plan to innovate in many ways, inclusive of alternative learning experiences in work-study, vocational and career ways?
15. Are you planning to implement the program as an experimental one to test the feasibility of one or more minor objectives?
16. Is the program planned primarily to take care of a temporary situation or an emergency?
17. Will the program be primarily to save money or to save space, or both?
18. Is the primary objective educational, not dependent upon class-room space or dollar savings?
19. Will the program be overly devoted to student acceleration?
20. Do you plan to start the full-year cycle with the summer quarter?
21. Are plans made to insure that the parents understand fully the primary objectives of the program?

Pre-implementation

1. Have you completed all courses of study developed for the time span of your semesters along prescribed lines of behavioral objectives, content, resources, bibliography and evaluation techniques?
2. Have you successfully introduced all new course concepts at all affected grade levels?
3. Did you effectively coordinate within, between and among departments, schools and elementary-secondary?
4. Did you accomplish a curriculum that provides options, electives, and high interest to students and to staff?
5. Were the following adopted: a new grading procedure, report cards, scheduling and permanent record cards?
6. Did your staff participate in an in-depth study of the year-round school movement, attending and participating in meetings and conferences in a variety of locations?
7. Were a number of significantly excellent staff meetings held?
8. Did you visit a number of quality project sites and were a number of presentations made by recognized consultants?
9. Did you adequately fulfill a dissemination role of major consequence, locally and afar?
10. Was the curriculum broadened for more students, satisfying needs of work experiences of several descriptions?
11. Are you providing a freedom of course selections by students within required and not required subject areas?
12. Has your instructional staff played a significant role in curriculum revision and in the planning for a year-round operation?
13. Did you develop the concept that students may elect courses when ready, rather than a curriculum related to specific grade levels?
14. Is your curriculum open-ended, thus decreasing year-end failures and having a positive impact on the number of dropouts?
15. Does your community support the concept of rotating schedules or quarters to produce quantity and quality education at an accepted level of economic support?

16. Were students, parents, teachers, board, administration and community representatives participants in discussion, decision-making and planning?
17. Will teachers receive an increase in salary commensurate with legal or district contractual averages?
18. Does the program provide extra learning time for students over a designated number of years?
19. Do you plan, in a voluntary situation especially, to distribute a questionnaire and to abide objectively by its results?
20. Does the plan call for equal time in attendance terms?
21. Will steps be taken to insure that students will be guided in the use of their free time, both in and out of school?
22. Are all instructional personnel being used as guidance resources for students about departmental offerings?

Implementing

1. Does each quarter provide a somewhat equal offering, both academically and co-educationally?
2. Are facilities being used in more varied ways?
3. Do individual staff members have the opportunity to display their individual interests and talents by what they teach?
4. Does the course offering meet the criterion of better suiting the student's individual needs?
5. Have you noted a professional growth in the areas of team-teaching, cross-field instruction, individual enrichment or remedial instruction, better use of para-professionals, and on-going improvement of the curriculum?
6. Does your faculty welcome meetings among teachers within a department, between and among departments, schools and elementary-secondary?
7. Is there visible use of instructional media?
8. Have you noted progress, both student and teacher, significantly attributed to the year-round school operation?
9. Are economic efficiencies being noted and inflated instructional costs on the downward trend?
10. Are you continually disseminating information?

11. Have you gained or approximated better legislative or regulatory conditions?
12. Did you provide the mechanism for evaluation by board, staff, student, parent, administration, community representatives and state and federal agencies?
13. Have you made provisions for pre and post-grade analysis?
14. Did the program actually succeed beyond the embryo stage?

Post-implementation

1. Are you enlisting the responses of the public, participant students and parents, teachers, board and administration?
2. What are your per pupil costs per quarter for reasons of instruction?
3. For reasons of capital outlay, maintenance and transportation, what are your per pupil costs per quarter?
4. Have you adjusted your scheduling and grading procedures properly after review of noted weaknesses and strengths?
5. Are you providing for regular departmental review?
6. Are you amending course offerings per quarter to suit students' needs and interests better and to maintain economically prudent teacher-pupil ratios per course offered?
7. Have you made provisions for the natural input of students and teachers, individually and collectively?
8. Are your activities more evaluative than informational?
9. Did the program result in a trend toward daily enrollment in school?
10. Was the program successful in terms of term rotation or cycling?
11. Did you actually experience evidence of alternative education, career placement and other work-study conditions and benefits?
12. Were steps taken to equalize, as much as possible, student attendance during other semesters?
13. Was student participation truly voluntary or mandatory, as predetermined in the initial steps of planning?
14. Were steps taken to equalize the number of teachers employed per quarter?

15. Did students who attended the full year show any ill effects by their extended participation?
16. What negative effects did staff members who taught the full year experience?
17. Was student learning more or less effective during the summer quarter than others?
18. Did dropouts and non-diplomaed adults enroll and participate to a fruitful end?
19. Did absenteeism decrease or increase in the summer quarter?
20. Was the program successful in accomplishing the primary objective or objectives?
21. Was flexibility truly evident?
22. Did the staff reflect competency in its implementation of the program?
23. Is evaluation taking place in all affected areas?
24. Was the program more attractive to the teaching possibilities for male or female teachers?
25. Does a significant degree of community opposition manifest itself? Why and to what specific areas?
26. Was the summer quarter more attractive to boys or girls, and if a difference is noted, why?
27. Are you experiencing any difficulty with transfer students?

In no way should the questions posed be considered as all that might be asked and answered. They constitute, at best, numerous representative inquiries that should be amended and added to by local options, characteristics, and priorities.

Ed 12

It was stated at a national meeting on the topic of the year-round school that this is a topic whose time has come and gone. The observation isn't true, especially for certain school districts that have certain unique characteristics and problems demanding answers and for those of that number that have specific program "bonuses" and adaptations to complement the concept.

A great deal of thought revolves around the concept that year-round education only applies to districts having significant growth in student population. Although the idea is valid in some instances, a number of other reasons defend the pursuit of the program.

If a district is but holding its own in student population or even decreasing, it may phase out of operation those facilities that are outdated, in need of expensive repair, or offer prohibitive operational costs. By the assignment of sixth grade students to the empty space in a junior high, we have a middle school. Any elementary building thus emptied, being unsound one way or another, can be removed from service.

Savings can come to a district not only because of not having to build, but also by the tearing down of schools.

Integration of peoples and communities by the reasoning stated and by natural outcomes of quarter semester registrations can also result.

Why a student "opts" out a quarter other than the traditional summer three months is a primary concern if a district wishes to accomplish economic savings, but registration of students for summer quarter attendance must be voluntary.

Year-round education, in its present and most honest definition, isn't for all school districts. One should listen to pros and cons and avoid sales promotions. As no two districts are alike, a thorough and objective study of local conditions should precede in-depth planning and implementation. If, after that pursuit, a positive set of answers doesn't satisfy the question "why," then all such activity should cease.

If the program is put into effect, a school district can expect to spend more than in a previous year, especially in the earlier years of its operation. Some districts would never approximate a point of budgetary balance, i.e., a savings in capital outlay versus an increase in instructional costs.

No, the time of the year-round school is with some of us just as much as the popularity of broad ties and lapels suit the times, although we threw some away a number of years ago.

It can be truly stated for a number of districts, that one of two things may occur: a deferring of capital outlay increases for a period of time (stop-gap) or after a few years of operation, savings in that area will cancel out increases in instructional cost.

Keeping the two in mind, one most singular objective looms as the only true reason to go year-round — the economically prudent **improvement** of the educational program facilitated by a change in attendance patterns utilizing school facilities all year. This is the direction to take.

Too much attention, money and time are directed to the mechanics of attendance patterns. A more valid analysis of the program's value lies in the following considerations: why a student would "opt" out another period of the year, can smaller districts benefit by a common satellite operation, what are the personnel "hang-ups," curriculum revision, teacher assignment, additional costs for transportation, the master schedule, computer problems, legislative restrictions, changes in reimbursements, use of the idea as a "vehicle" for many other

changes, and on and on. These are the areas in which a district should seek advice.

Vacations during the fall, winter and spring have to be more attractive than the traditional summer. The closer a district is to winter sports areas, the easier this change is for students to comprehend. Also, that same district profits by the fact that its students, on a rotating basis, can be employed all year round. One-fourth of the students could be legally absent during any quarter, available for employment in recreational activities. Remember, also, that all students are not competing for the same jobs at the same time — June through August — and causing those jobs to go wanting September through May.

Career education is an important factor. I don't speak voluntarily to the situation wherein a student works. Rather, I refer to the laboratory, internship or apprentice arrangement whereby a co-educator, pursuing a career desired by a student, acts as a teacher to that student at the site of his occupation.

The Butler Area School District has received a gracious response from local businessmen, craftsmen and professional people. We can place students with practicing adults in areas from medicine to ministry.

The opportunity for a student to test his ambitions prior to a serious commitment is consequential. The redirection of interests at an earlier age will lead to happier adult lives.

With a four-quarter plan, one adult co-educator can serve four career interested students, one at a time during the individual student vacation quarter. As a result, more students are reached, daily attendance is down, and an alternative kind of educational program represents a breaking away from the traditional summer vacation period when only one-fourth of the students would participate.

The year-round concept is an octopus. The more one thinks upon it, the greater its possibilities are. Even under the most conservative attitudes, it becomes a change-agent, a vehicle to take us from where we are to where we would like to be.

Lastly, no district should entertain any novelty degree of involvement with the topic, causing much concern to staff, students, parents, etc. unless it intends to remain committed to an idea that has recognized local merit, substance and strengths.

Ed12

Consideration of Days in a Year

Attention will obviously have to be paid to the number of days in the year and how each quarter of a four-quarter plan will fit into programming. The following breakdown provides a very restrictive interpretation of the 365 days of the calendar year.

	365 days
1. Fifty-two weekends	−104
	261 days
2. One day for each of the following holidays:	− 8
a. Independence Day	
b. Labor Day	
c. Veterans' Day	
d. Thanksgiving	
e. Christmas	
f. New Year's Day	
g. Good Friday	
h. Memorial Day	253 days
3. Between quarters (closing of one quarter and registration for following quarters) — two days each	−8
Remainder of days to be divided into four quarters.	

Alternative Consideration*

	245 days
1. Christmas Vacation (between Christmas and New Year's Day)	− 5
	240 days
2. Easter Monday	− 1
	239 days
3. Friday after Thanksgiving	− 1
Total Days	238 days

* NOTE: No allowances for snow days, in-service days, vacation before Christmas, Martin Luther Day, etc.

Printer's No. 97

THE GENERAL ASSEMBLY OF PENNSYLVANIA

SENATE BILL

No. 97

Session of
1973

INTRODUCED BY REIBMAN, COPPERSMITH, ORLANDO, W.E. FLEMING, STAUFFER, HOLL, ROSS, MESSINGER AND HOWARD, JANUARY 22, 1973

REFERRED TO RULES, JANUARY 23, 1973

AN ACT

Amending the act of March 10, 1949 (P.L. 30, No. 14), entitled "An act relating to the public school system, including certain provisions applicable as well to private and parochial schools; amending, revising, consolidating and changing the laws relating thereto," providing additional payments to districts offering educational programs throughout the entire year and making an appropriation.

The General Assembly of the Commonwealth of Pennsylvania hereby enacts as follows:

Section 1. Section 2502, act of March 10, 1949 (P.L. 30, No. 14), known as the "Public School Code of 1949," is amended by adding a subsection to read:

Section 2502. Payments on Account of Instruction. — .....

[h] For the school year commencing July 1, 1973 and for each school year thereafter, the Secretary of Education may, at his discretion, preapprove experimental year-round programs of operations which conform to policies and regulations established by the State Board of Education.

Year-round programs may include a fully reimbursable school year for pupils of less than one hundred eighty days of instruction, provided that the total hours of instruction are equivalent to the one hundred eighty day school year as determined by the Secretary of Education.

Year-round programs may include a school year for pupils in excess of one hundred eighty days of instruction and shall qualify for an additional reimbursement on account of both instruction and necessary transportation for such excess days of instruction for pupils.

The Secretary of Education shall not preapprove programs for additional reimbursement exceeding the total amount specifically appropriated for this purpose by the General Assembly.

Section 2. For programs approved for the school year 1973-74, the sum of one million dollars ($1,000,000), shall be appropriated for the purposes of this act. All funds unexpended and unencumbered as of June 30, 1975 shall lapse.

Section 3. This act shall take effect July 1, 1973.

Disadvantages	Solutions
PROGRAM OF STUDIES	
a. Will necessitate completely new courses of study, with well-defined content for each segment.	a. Courses of study **can** all be rewritten, with content for each segment minutely developed.
b. Will lessen flexibility for teachers in presenting units within content of a course.	b. Departmental leadership can be provided to implement these changes within each school and on the district level.
c. Theoretically, must offer every subject in every segment, but impossible with such special courses as advanced placement, third and fourth year of language, etc.	c. Lowering standards for registration in each special course could result in a larger enrollment per segment, but will "challenge" level of course be lowered and significance of special class lost?
d. Sequential assignment of same students to same teacher cannot be assured for all segments of subject (teacher vacations and utilization of staff to offer all subjects in every segment).	

Disadvantages	Solutions
e. With smaller enrollments per segment, cost per pupil in special courses, such as A.P. chemistry, French IV, etc., will be much higher per student.	
f. Departmental leadership to assure continuity of content in subject areas, and to assist with changes of teachers in subjects, will increase costs (teaching load reduced to allow time for supervision, research, course revision, procurement of materials, etc.).	
ATTENDANCE	
a. Complexity in arranging for all children of one family to vacation at the same time.	a. More refined (but more costly) methods and clerical procedures for recording course preferences of students and assignment to courses can be developed.
b. Increased absenteeism because of shortened holiday periods (Christmas, Easter, Thanksgiving, etc.)	b. Pre-registration a necessity!
c. Arrangements for having equal number of students in attendance during each segment (to assure acceptable	

Disadvantages	Solutions
pupil/teacher ratio, to warrant the offering of each subject in each segment, and to make more feasible the offering of special and enriched subjects in each segment) will complicate scheduling.	
STAFFING	
a. A number of teachers may not desire to work for all segments (graduate school, family responsibilities, travel, etc.), affecting sequential assignment of teachers for some students.	a. A number of teachers could possibly be obtained through recruitment of "one segment" teachers from the community.
b. Problems in utilizing staff effectively in each segment to meet student course selection needs.	
c. The "best" teachers for certain subjects may not be available for every segment that the subject is taught.	
d. Staffs may be smaller per segment, but total salary costs for all segments may approximate total salaries of larger staff on nine-month basis.	

Disadvantages	Solutions
GRADUATION	
a. One or two baccalaureates, commencements, proms, etc.? (Students will want to accelerate by attending continuously.)	a. Two of each graduation event **could** be scheduled, or . . .
b. When will class rank, etc., be determined? (Majority of colleges still open in September and close in June.)	b. Students who complete graduation requirements early may be required to wait for the once-a-year event.
ATHLETIC PROGRAM	
a. Students must attend at least two consecutive segments for a given sport.	a. Athletes can elect to attend during the segments when their preferred sport is in season. (1) What effect will this have on quality of our teams? (2) Will this restrict the number of three and four-letter athletes?
b. Students with active interest in all sports would need to attend all segments to qualify for participation by PIAA and WPIAL rules.	
SCHOOL ACTIVITIES	
a. Concerts, plays, etc. -two of each rather than "annual" events. (1) May affect "singular" importance of each event.	a. We **can** break with tradition with respect to **annual** plays, concerts, etc.

Disadvantages	Solutions
(2) Will crowd activity calendar more and place greater student demand on school facilities — thus restrict community use.	b. Would probably permit more students to experience participation in each type of event.

STUDENT CONTROL

a. Will students on vacation tend to "visit" and hinder smooth operation of school?	a. Extra patrol personnel can be assigned on a regular day basis.
b. Will "on vacation" students have worthwhile activities and opportunities in every segment?	b. Cooperation of parents and community can be enlisted.

SCHOOL SPIRIT OR "FEELING OF BELONGING"

a. Will students feel identified with a class when school segments for all members are not the same?	a. Identification as a member of a class may not be of primary importance.

FACILITIES

a. Major repairs or changes in school must be done while students are housed in facilities.	a. Temporary re-scheduling of students, at some inconvenience, **can** permit repairs to be carried on while school is in session.

Disadvantages	Solutions
b. Buildings must be air conditioned for summer use.	b. Maintenance and custodial personnel can be placed on a night and seven-day work schedule. c. All schools can be air conditioned, at a cost determined by the problems involved in the design and construction of each. d. Additional classrooms will not be needed.
TRANSPORTATION	
a. Busing of students will be more expensive.	
ADMINISTRATIVE CONCERNS	
a. As many master schedules as we have segments will be needed — every subject in each segment at additional cost for special classes, or changes in offerings based on changes in subject selections.	a. Administrative procedures can be changed and mechanized.
b. Arrangements for writing schedules faster will be needed.	b. New plans and assignments in the areas of total coordination, schedule writing, course selection, personnel

Disadvantages	Solutions
	assignment, etc. can be made at some additional cost.
c. A full-time coordinator, freed of all other duties, to plan for each succeeding segment (master schedules, assignment of teachers, procurement of instructional materials, building repairs, etc.) will be needed.	
d. Extra help for collecting and distributing books after each segment needed.	
e. Adjustment of transfer students to our schedule will probably be difficult.	
f. Pre-season practice for athletes, sequinettes, band, etc., would, of necessity, be eliminated.	

Ed12

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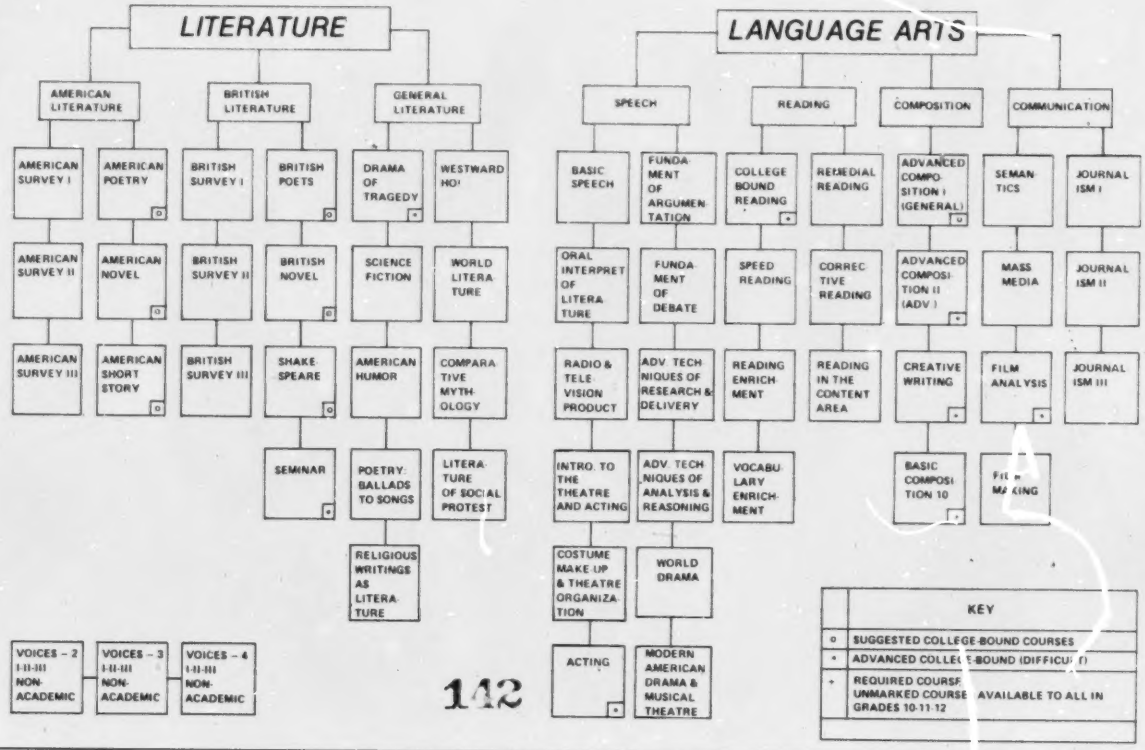
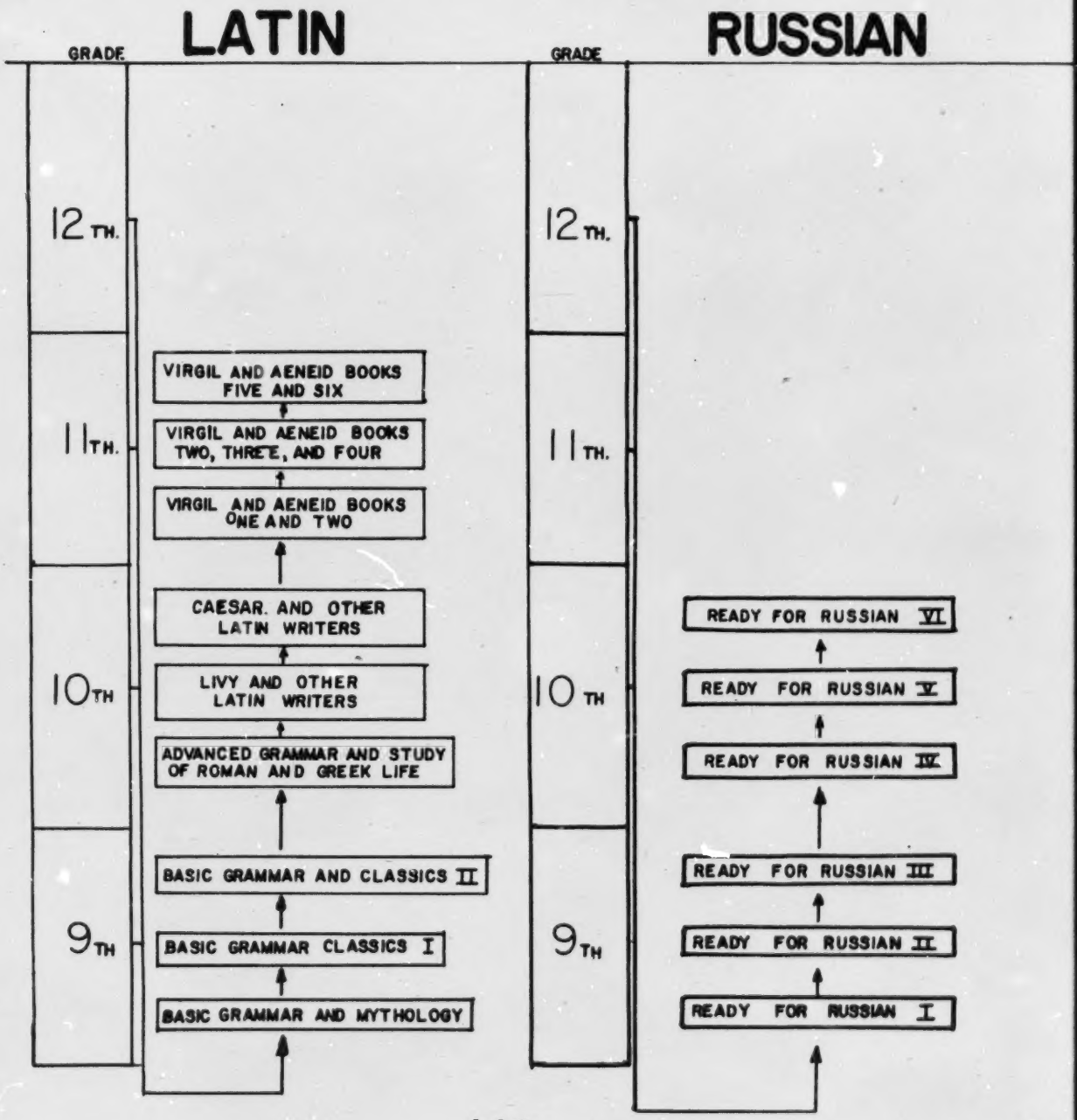
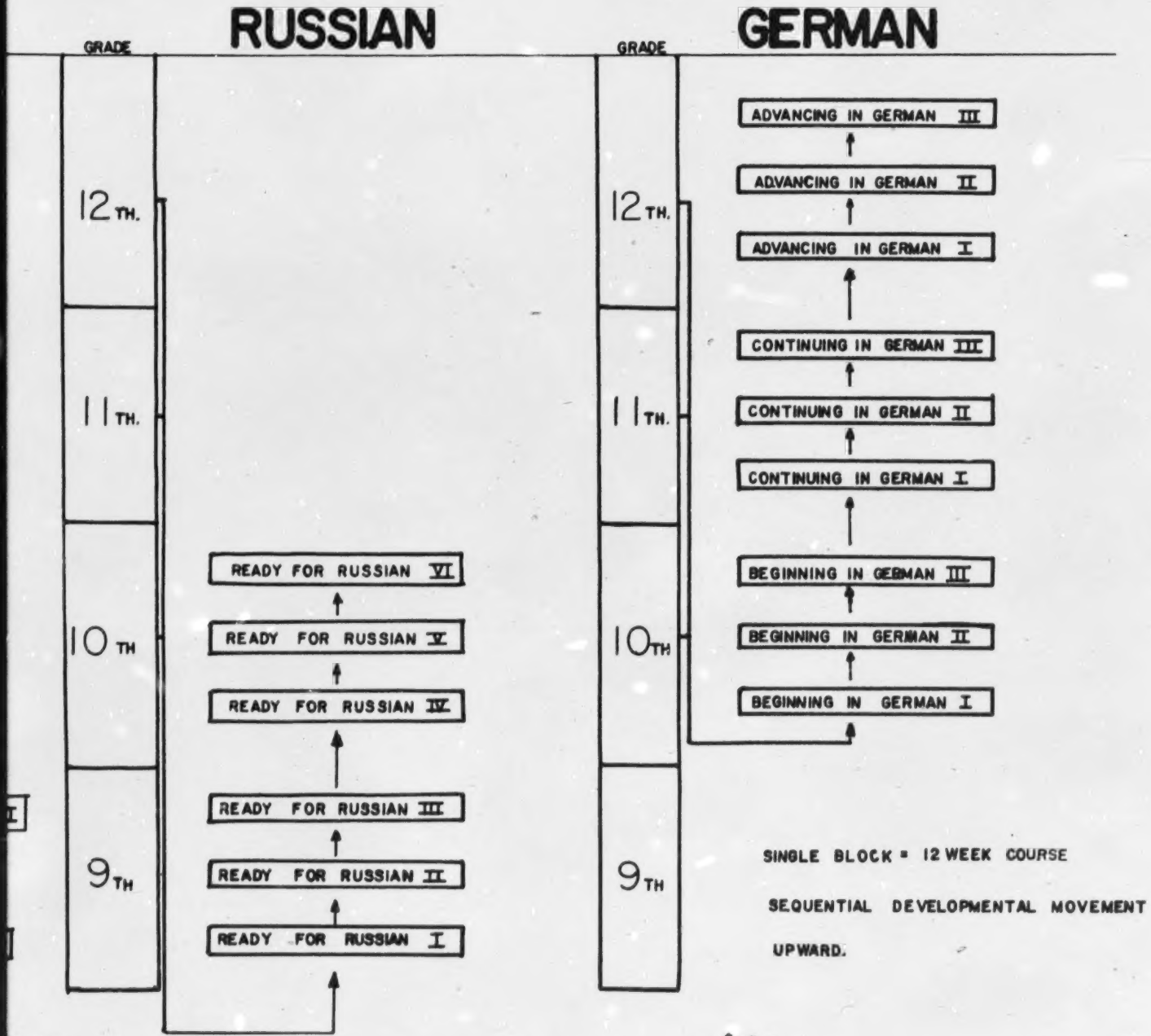
ENGLISH - DEPARTMENT - CURRICULA




LATIN
GRADE
12TH.
11TH.
10TH
9TH
VIRGIL AND AENEID BOOKS FIVE AND SIX
VIRGIL AND AENEID BOOKS TWO, THREE, AND FOUR
VIRGIL AND AENEID BOOKS ONE AND TWO
CAESAR AND OTHER LATIN WRITERS
LIVY AND OTHER LATIN WRITERS
ADVANCED GRAMMAR AND STUDY OF ROMAN AND GREEK LIFE
BASIC GRAMMAR AND CLASSICS II
BASIC GRAMMAR CLASSICS I
BASIC GRAMMAR AND MYTHOLOGY
RUSSIAN
GRADE
12TH.
11TH.
10TH
9TH
READY FOR RUSSIAN VI
READY FOR RUSSIAN V
READY FOR RUSSIAN IV
READY FOR RUSSIAN III
READY FOR RUSSIAN II
READY FOR RUSSIAN I


RUSSIAN
GRADE
12TH.
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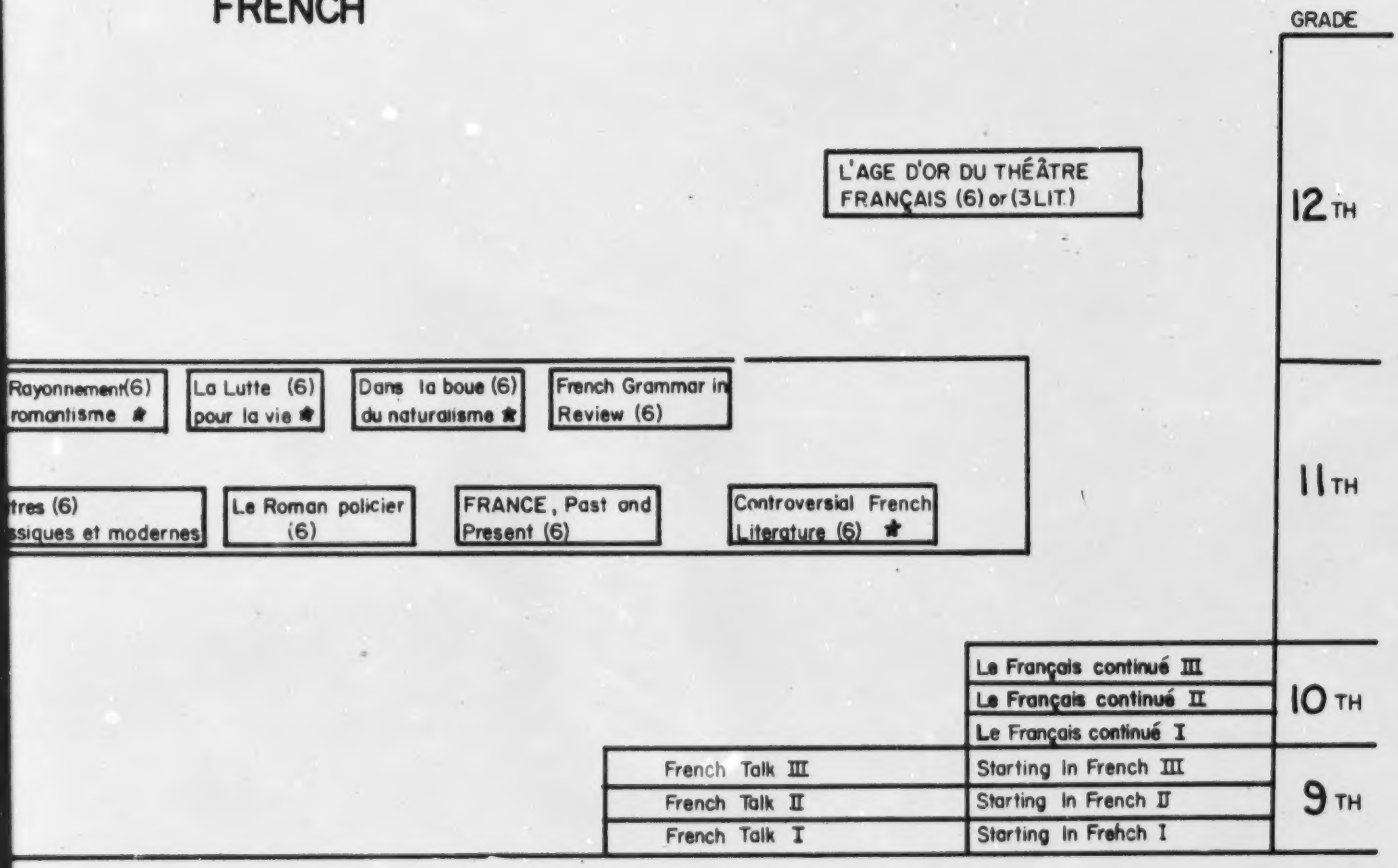
9TH
READY FOR RUSSIAN VI
READY FOR RUSSIAN V
READY FOR RUSSIAN IV
READY FOR RUSSIAN III
READY FOR RUSSIAN II
READY FOR RUSSIAN I
GERMAN
GRADE
12TH.
11TH.
10TH
9TH
ADVANCING IN GERMAN III
ADVANCING IN GERMAN II
ADVANCING IN GERMAN I
CONTINUING IN GERMAN III
CONTINUING IN GERMAN II
CONTINUING IN GERMAN I
BEGINNING IN GERMAN III
BEGINNING IN GERMAN II
BEGINNING IN GERMAN I
SINGLE BLOCK = 12 WEEK COURSE
SEQUENTIAL DEVELOPMENTAL MOVEMENT
UPWARD.

FRENCH

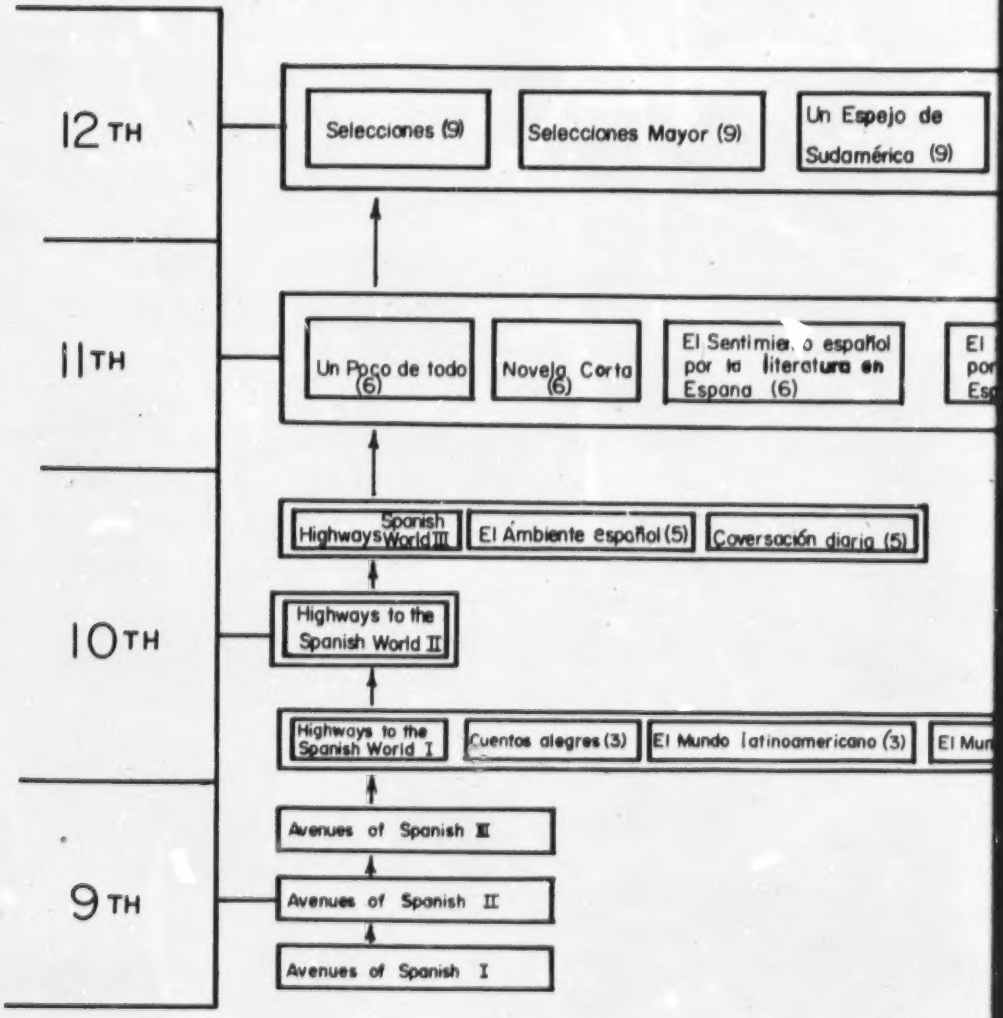
GRADE						
12TH	REVEALING REALISM (3 LIT)					
11TH	Le Siècle des lumières (6) ★	Le Rayonnement (6) du romantisme ★	La Lutte (6) pour la vie ★	Dans la boue (6) du naturalisme ★	French Gramm Review (6)	
	Mélodies (6) des grands maîtres	Lettres (6) classiques et modernes	Le Roman policier (6)	FRANCE, Past and Present (6)		
10TH	Le Français complet III					
	Le Français complet II					
	Le Français complet I					
9TH	Elements of French III					
	Elements of French II					
	Elements of French I					
8TH	Functional French VI					
	Functional French V					
	Functional French IV					
7TH	Functional French III					
	Functional French II					
	Functional French I					
6TH	Conversation Prereading Instruction					
5TH	Conversation					
4TH	Conversation					
3RD	Conversation					

FRENCH

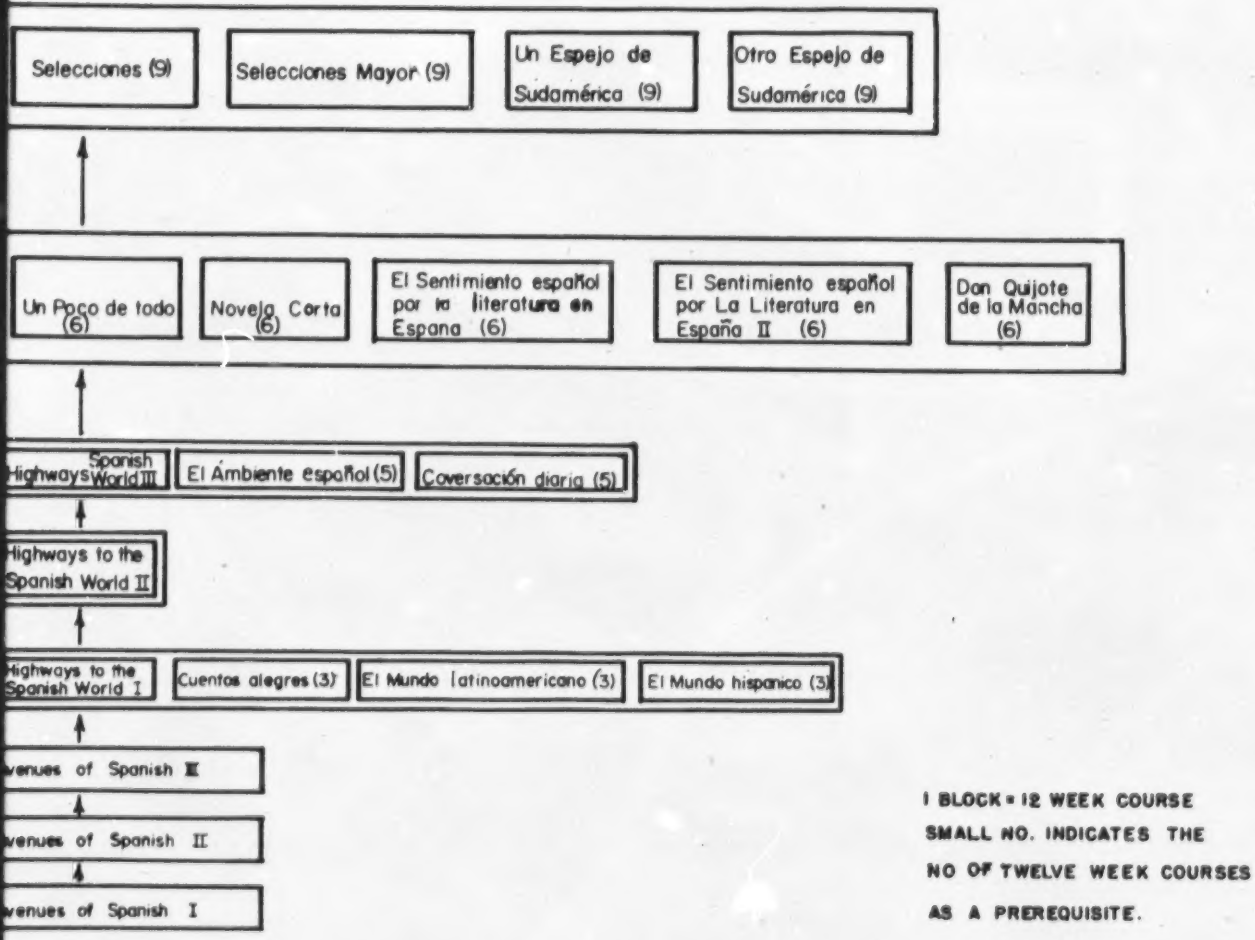

GRADE
L'AGE D'OR DU THÉÂTRE FRANÇAIS (6) or (3 LIT.)
12 TH
Rayonnement (6) romantisme ★
La Lutte (6) pour la vie ★
Dans la boue (6) du naturalisme ★
French Grammar in Review (6)
tres (6) ssiques et modernes
Le Roman policier (6)
FRANCE, Past and Present (6)
Controversial French Literature (6) ★
11 TH
Le Français continué III
Le Français continué II
Le Français continué I
10 TH
French Talk III
French Talk II
French Talk I
Starting in French III
Starting in French II
Starting in Frehch I
9 TH

★ COURSES MORE DIFFICULT
1 BLOCK = TWELVE WEEK COURSE IN SECONDARY, YEAR IN ELEMENTARY.
SMALL NUMBER INDICATES THE NO. OF TWELVE WEEK COURSES AS A PREREQUISITE.

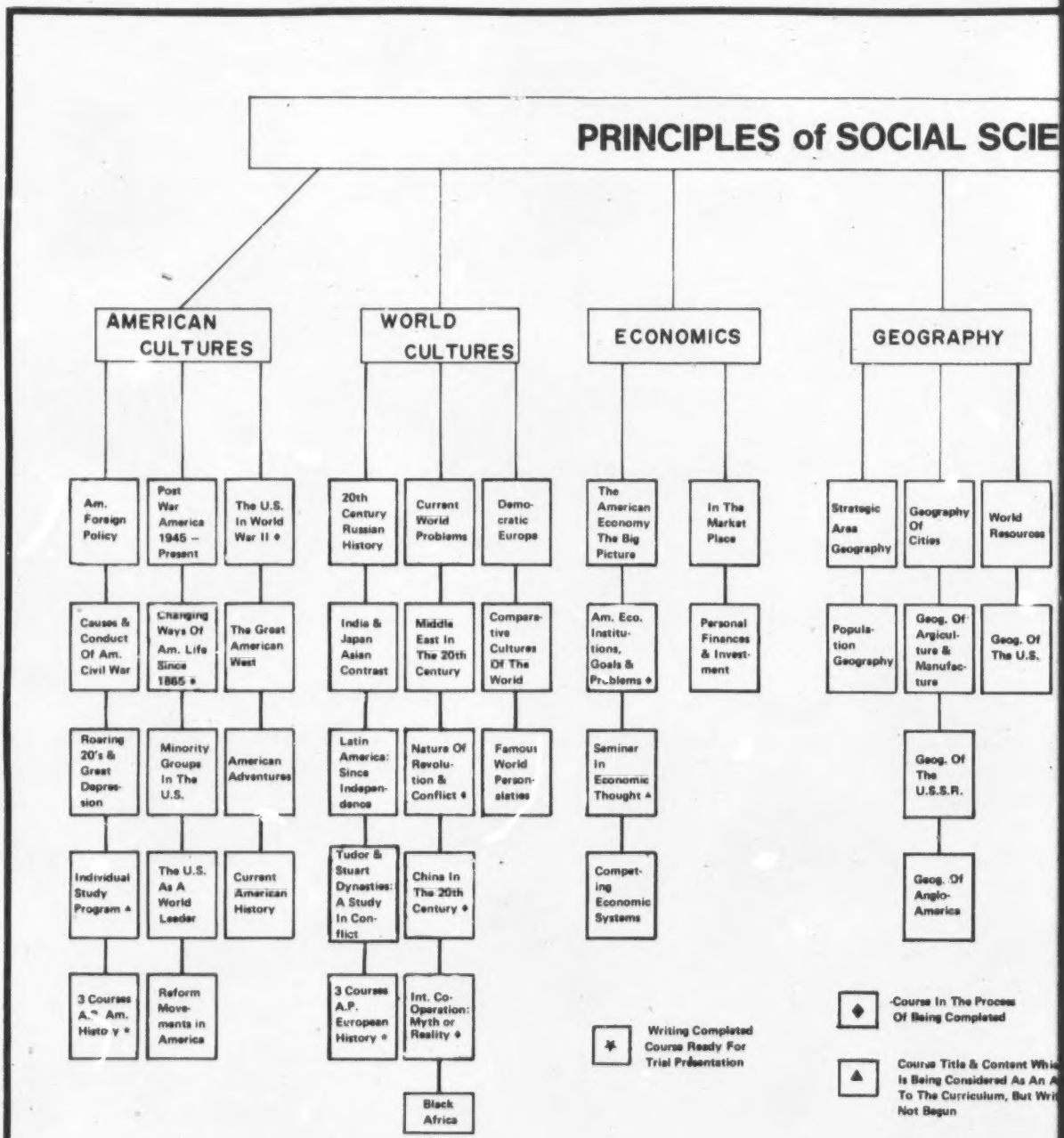
SPANISH


12TH
Selecciones (9)
Selecciones Mayor (9)
Un Espejo de Sudamérica (9)
11TH
Un Poco de todo (6)
Novela Corta (6)
El Sentimiento español por la literatura en Espana (6)
10TH
Highways Spanish World III
El Ámbiente español (5)
Coversación diaria (5)
Highways to the Spanish World II
Highways to the Spanish World I
Cuentos alegres (3)
El Mundo latinoamericano (3)
9TH
Avenues of Spanish III
Avenues of Spanish II
Avenues of Spanish I

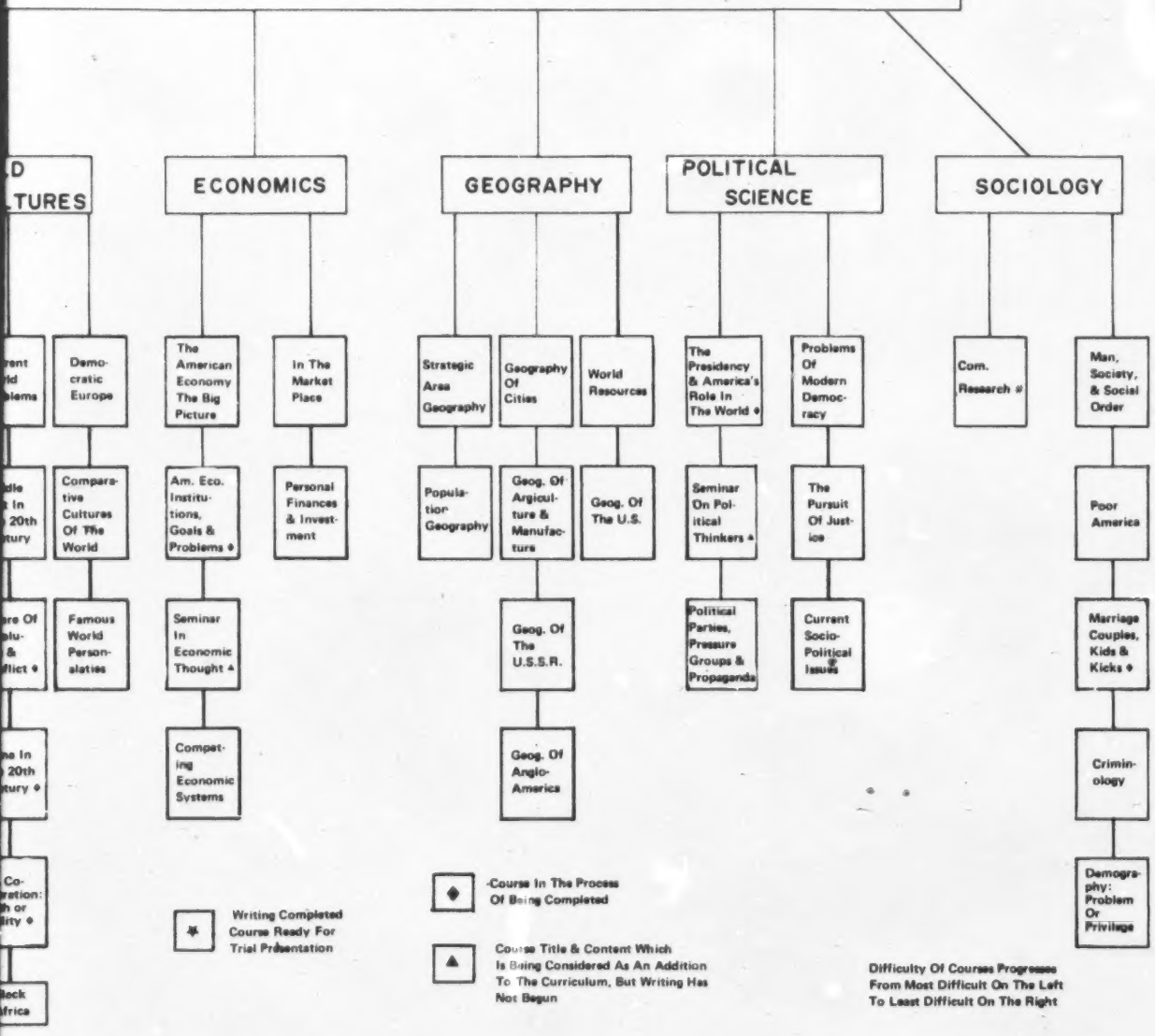
SPANISH


Selecciones (9)
Selecciones Mayor (9)
Un Espejo de Sudamérica (9)
Otro Espejo de Sudamérica (9)
Un Poco de todo (6)
Novela Corta (6)
El Sentimiento español por la literatura en Espana (6)
El Sentimiento español por La Literatura en España II (6)
Don Quijote de la Mancha (6)
Highways Spanish World III
El Ambiente español (5)
Coversación diaria (5)
Highways to the Spanish World II
Highways to the Spanish World I
Cuentos alegres (3)
El Mundo latinoamericano (3)
El Mundo hispanico (3)
venues of Spanish II
venues of Spanish I

I BLOCK = 12 WEEK COURSE
SMALL NO. INDICATES THE
NO OF TWELVE WEEK COURSES
AS A PREREQUISITE.


PRINCIPLES of SOCIAL SCIE
AMERICAN CULTURES
WORLD CULTURES
ECONOMICS
GEOGRAPHY
Am. Foreign Policy
Post War America 1945 – Present
The U.S. In World War II ♦
20th Century Russian History
Current World Problems
Democratic Europe
The American Economy The Big Picture
In The Market Place
Strategic Area Geography
Geography Of Cities
World Resources
Causes & Conduct Of Am. Civil War
Changing Ways Of Am. Life Since 1865 ♦
The Great American West
India & Japan Asian Contrast
Middle East In The 20th Century
Comparative Cultures Of The World
Am. Eco. Institutions, Goals & Problems ♦
Personal Finances & Investment
Population Geography
Geog. Of Argiculture & Manufacture
Geog. Of The U.S.
Roaring 20's & Great Depression
Minority Groups In The U.S.
American Adventures
Latin America: Since Independence
Nature Of Revolution & Conflict ♦
Famous World Personalities
Seminar In Economic Thought ▲
Geog. Of The U.S.S.R.
Individual Study Program ▲
The U.S. As A World Leader
Current American History
Tudor & Stuart Dynasties: A Study In Conflict
China In The 20th Century ♦
Competing Economic Systems
Geog. Of Anglo-America
3 Courses A.P. Am. History ♦
Reform Movements in America
3 Courses A.P. European History ♦
Int. Co-Operation: Myth or Reality ♦
Black Africa
Writing Completed Course Ready For Trial Presentation
Course In The Process Of Being Completed
Course Title & Content Whi Is Being Considered As An A To The Curriculum, But Wri Not Begun

PRINCIPLES of SOCIAL SCIENCE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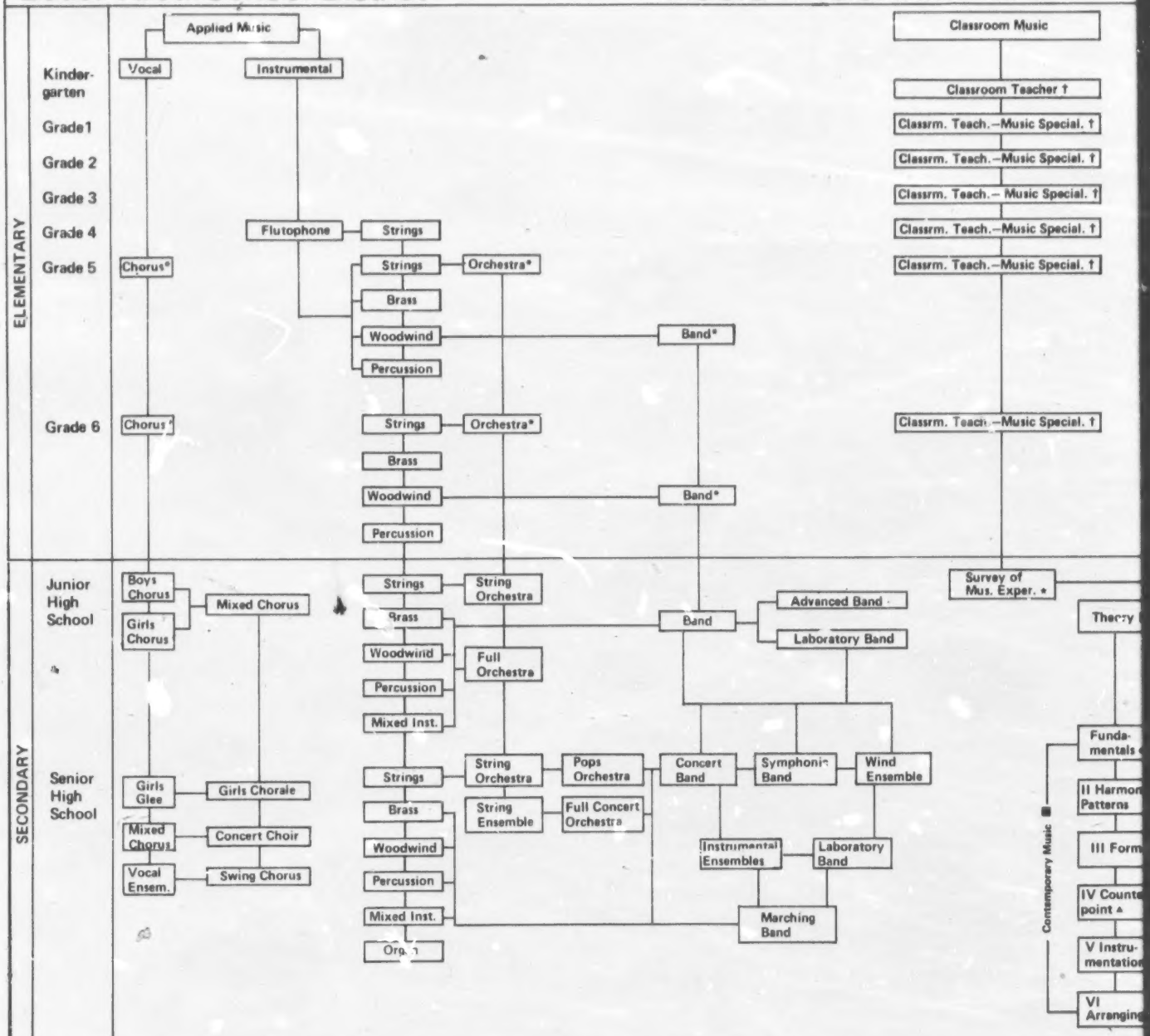
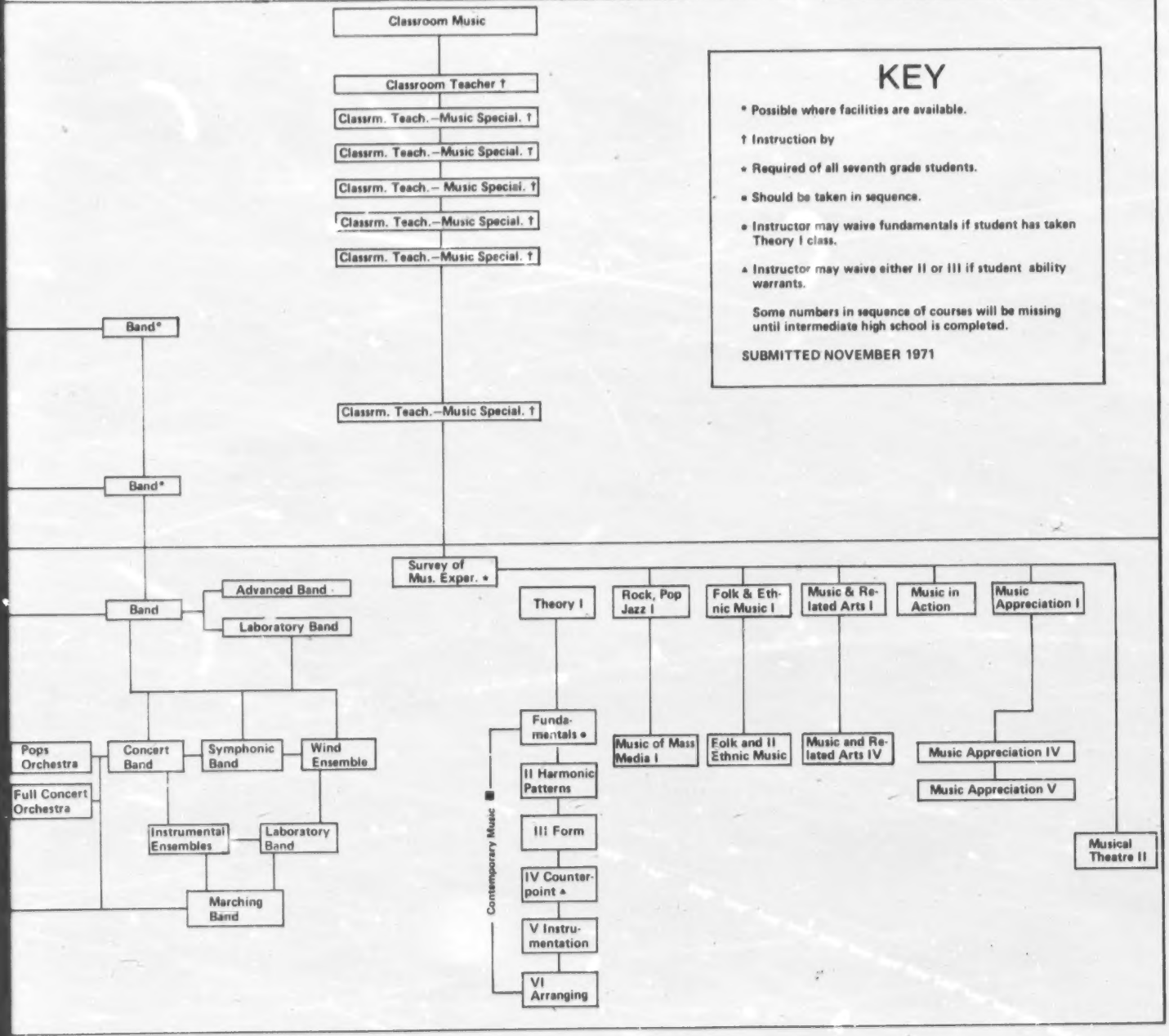
Demo-cratic Europe
The American Economy The Big Picture
In The Market Place
Strategic Area Geography
Geography Of Cities
World Resources
The Presidency & America's Role In The World ♦
Problems Of Modern Democ-racy
Com. Research #
Man, Society, & Social Order
dle In 20th tury
Compara-tive Cultures Of The World
Am. Eco. Institu-tions, Goals & Problems ♦
Personal Finances & Invest-ment
Popula-tion Geography
Geog. Of Argicul-ture & Manufac-tures
Geog. Of The U.S.
Seminar On Pol-itical Thinkers ▲
The Pursuit Of Just-ice
Poor America
re Of blu- & flict ♦
Famous World Person-alaties
Seminar In Economic Thought ▲
Geog. Of The U.S.S.R.
Political Parties, Pressure Groups & Propaganda
Current Socio-Political Issues
Marriage Couples, Kids & Kicks ♦
he In 20th tury ♦
Compet-ing Economic Systems
Geog. Of Anglo-America
Crimin-ology
Co- ration: n or lity ♦
Demogra-phy: Problem Or Privilege
lack frica
Writing Completed Course Ready For Trial Presentation
Course In The Process Of Being Completed
Course Title & Content Which Is Being Considered As An Addition To The Curriculum, But Writing Has Not Begun
Difficulty Of Courses Progresses From Most Difficult On The Left To Least Difficult On The Right

Butler Area School District — MUSIC PROGRAM - K-12



MUSIC PROGRAM - K-12

Effective 1972 - 1973



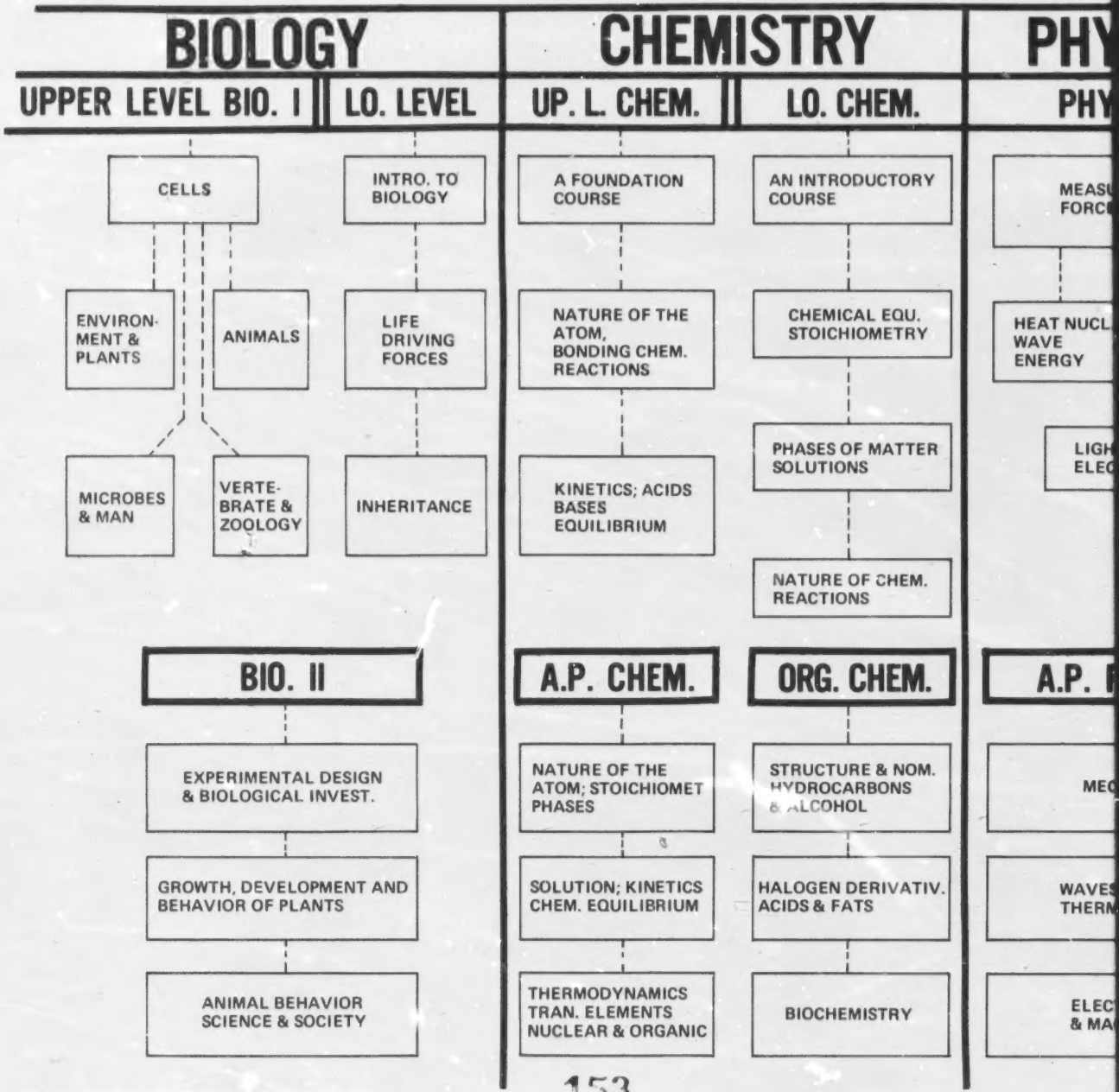
KEY

- * Possible where facilities are available.
- † Instruction by
- • Required of all seventh grade students.
- • Should be taken in sequence.
- • Instructor may waive fundamentals if student has taken Theory I class.
- ▲ Instructor may waive either II or III if student ability warrants.

Some numbers in sequence of courses will be missing until intermediate high school is completed.

SUBMITTED NOVEMBER 1971

BUTLER SENIOR HIGH SCHOOL - SCIENCE COU



R HIGH SCHOOL - SCIENCE COURSE OFFERINGS

CHEMISTRY

UP. L. CHEM.

- A FOUNDATION COURSE
- NATURE OF THE ATOM, BONDING CHEM. REACTIONS
- KINETICS; ACIDS BASES EQUILIBRIUM

LO. CHEM.

- AN INTRODUCTORY COURSE
- CHEMICAL EQU. STOICHIOMETRY
- PHASES OF MATTER SOLUTIONS
- NATURE OF CHEM. REACTIONS

A.P. CHEM.

- NATURE OF THE ATOM; STOICHIOMET PHASES
- SOLUTION; KINETICS CHEM. EQUILIBRIUM
- THERMODYNAMICS TRAN. ELEMENTS NUCLEAR & ORGANIC

ORG. CHEM.

- STRUCTURE & NOM. HYDROCARBONS & ALCOHOL
- HALOGEN DERIVATIV. ACIDS & FATS
- BIOCHEMISTRY

PHYSICS

PHYSICS I

- MEASUREMENT FORCES ON MATTER
- HEAT NUCL. WAVE ENERGY
- NUCLEAR CONCEPTS
- LIGHT & ELECTRICITY

A.P. PHYSICS

- MECHANICS
- WAVES, KINETICS & THERMO ENERGY
- ELECTRICITY & MAGNETISM

COM. SCIENCE

CHEMISTRY

- EVERYDAY CHEMISTRY
- FUNDAMENTAL CONCEPTS OF CHEMISTRY

PHYSICS

- ENERGY, WORK & POWER

EARTH SCI. I

- EARTH SCIENCE I

SPACE SCI.

- OUR SOLAR SYSTEM
- THE UNIVERSE